



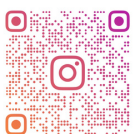
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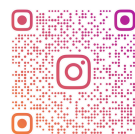
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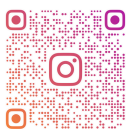
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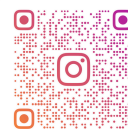
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The Girl Who Raced the World



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The Girl Who Raced the World is a story set in 1872, during the Victorian era. The book, designed for readers aged 9-12, draws children in with its focus on adventure, exploration, overcoming challenges, and experiencing the world through the eyes of eleven-year-old Maggie Appleton.

It is a fresh new reimagining of one of the greatest adventure stories of all time, *Around the World in Eighty Days*, and will whisk young readers away on the journey of a lifetime. The book is ideal for engaging readers and developing a love of reading as well as supporting wider areas of the curriculum in Geography, English, Science, History and Languages in KS2 and KS3.

This resource pack can be used in full or for stand alone activities across a wide range of areas including class discussion prompts, creative writing activities, STEM projects and Art & Design challenges. Whether taught as complete units or individual activities, we hope you enjoy the adventure!



Word of the Chapter – For each chapter there is a word of interest selected from the text. These can be used in a variety of ways –

- Discussion of the word meanings.
- Prompts for looking up in dictionaries independently.
- As writing prompts to embed with the correct context, within sentences.

Discussion Prompt – Each chapter also features a question to discuss. They range from discussing the characters and predictions for the book to reflecting more the situations presented. Many of these questions are specifically worded to tie in with the KS2 & KS3 National Curriculum.

Activity Ideas – There are a selection of activity ideas that link in with the text, they're numbered by page that they tie in with and can be found below the chapter breakdown. There's a variety of STEM prompts, art and design ideas, opportunities for further research and more – all linking in with the National Curriculum.

Mapping Project – This book gives the perfect opportunity for mapping out the journey of Maggie and identifying locations that feature in the story. You may wish to take a detailed approach to marking each location mentioned, or a simpler approach with following the path of the countries and oceans passed through.

The Girl who Raced the World



TEACHING RESOURCE PACK



CHAPTER BREAKDOWN

Chapter 1 - p. 7

- **Word** - lurched
- **Discussion Prompt** - What descriptions in this chapter suggest that the story is not set in our time?

Chapter 2 - p. 10

- **Word** - peculiar
- **Discussion Prompt** - Maman says sometimes the rules need to be broken to do the right thing. Do you think it is ever ok to break the rules? Please give an example.

Chapter 3 - p. 14

- **Word** - prying
- **Discussion Prompt** - Now that we have read a few chapters, what are your first impressions of the book? Why do you have these views/opinions?

Chapter 4 - p. 27

- **Word** - magnitude
- **Discussion Prompt** - On page 27, Maggie has the following thought, "Sometimes hearts harden so completely, they cannot be helped." What are your thoughts on this statement?

Chapter 5 - p. 29

- **Word** - recoiled
- **Discussion Prompt** - How do you think Maggie feels after the events of the chapter? What evidence in the text suggests this?

Chapter 6 - p.33

- **Word** - sauntered
- **Discussion Prompt** - Do you think that the journey can be completed in 80 days? Consider the transport available at the time in your answer.

Chapter 7 - p. 44

- **Word** - disembark
- **Discussion Prompt** - On page 43, Mr Fogg says "There are a great deal more rich scoundrels than poor ones, Passepartout" - what do you think he is implying with this statement?

Chapter 8 - p. 50

- **Word** - guineas
- **Discussion Prompt** - What do you predict is the truth about Mr Fogg? What evidence from the text supports your conclusion?

Chapter 9 - p. 55

- **Word** - frenzy
- **Discussion Prompt** - On page 54, the following description is used, "Maggie's chest felt like a hive of bees as they raced after him". How does the use of the simile tell us how Maggie is feeling at this moment?

Chapter 10 - p. 57

- **Word** - boulevards
- **Discussion Prompt** - On Page 54, what inferences did you notice in the text, that suggest Passepartout knew Maggie's Maman well?

The Girl who Raced the World



TEACHING RESOURCE PACK



Chapter 11 - p. 67

- **Word** - smuggle
- **Discussion Prompt** - What do you think is conveyed within the letter that Maggie's Maman has written?

Chapter 12 - p. 74

- **Word** - promenade
- **Discussion Prompt** - How do you think the design of the clothing Maggie received differs from clothes we wear today? You may wish to provide reference pictures of Victorian children's clothing.

Chapter 13 - p. 77

- **Word** - remnants
- **Discussion Prompt** - What comparisons can you draw between how Maggie and Jack are experiencing the journey on the Mongolia?

Chapter 14 - p. 90

- **Word** - squall
- **Discussion Prompt** - What do you predict the contents of the notebook will add to the story?

Chapter 15 - p. 95

- **Word** - consulate
- **Discussion Prompt** - Circumnavigating the world in 80 days is a journey done at speed. How do you think the value of the experience compares to the value of seeing the world at a slower pace?

Chapter 16 - p. 103

- **Word** - accomplice
- **Discussion Prompt** - On page 100, Maggie recalls her Maman's query "What is left when honour is lost?" What do you think is meant by this?

Chapter 17 - p. 111

- **Word** - precision
- **Discussion Prompt** - Given the evidence presented in the last couple of chapters, have you changed your perception on whether Mr Fogg is innocent or guilty?

Chapter 18 - p. 117

- **Word** - eternity
- **Discussion Prompt** - Passepartout seems to have done a huge variety of jobs throughout his life. What other jobs do you think he would have excelled at?

Chapter 19 - p. 130

- **Word** - lulling
- **Discussion Prompt** - We have reached a problem in the story, how do you predict it might resolve?

Chapter 20 - p. 135

- **Word** - indignantly
- **Discussion Prompt** - Do you have a favourite character so far in the book?

Chapter 21 - p. 144

- **Word** - meandering
- **Discussion Prompt** - How might transport options be different if the story was set in our time?



The Girl who Raced the World



TEACHING RESOURCE PACK



Chapter 22 - p. 153

- **Word** - seized
- **Discussion Prompt** - How would the arrest of Mr Fogg impact upon Maggie and thus influence her actions?

Chapter 23 - p. 157

- **Word** - raucous
- **Discussion Prompt** - How would you describe Valentine's character?

Chapter 24 - p. 163

- **Word** - limbering
- **Discussion Prompt** - How would you have questioned Mr Fogg if you had been in Maggie's shoes?

Chapter 25 - p. 172

- **Word** - fetid
- **Discussion Prompt** - What language in the first paragraph of the chapter infers to the location they are in?

Chapter 26 - p. 180

- **Word** - berths
- **Discussion Prompt** - What parts of the text suggest the intentions of Sullivan? Do you think they are good or bad?

Chapter 27 - p. 187

- **Word** - rugged
- **Discussion Prompt** - How can we show people love in the way Tapu describes?

Chapter 28 - p. 196

- **Word** - scalding
- **Discussion Prompt** - The harbour is described as inky-black. Can you extend this into your own sentence, using an expanded noun phrase.

Chapter 29 - p. 203

- **Word** - faltered
- **Discussion Prompt** - This chapter introduces a boat being used as a circus, what other creative uses for a boat can you think of?

Chapter 30 - p. 215

- **Word** - cavernous
- **Discussion Prompt** - Valentine says "Mistakes are the making of us", do you agree or disagree with this statement?

Chapter 31 - p. 219

- **Word** - aghast
- **Discussion Prompt** - What do you predict has happened to Passepartout?

Chapter 32 - 231

- **Word** - cleave
- **Discussion Prompt** - Do you think Mr Fogg was torn between keeping his schedule and ensuring Passepartout's safe return?



The Girl who Raced the World



TEACHING RESOURCE PACK



Chapter 33 - p. 237

- **Word** - barrelled
- **Discussion Prompt** - What has been your favourite part of the book so far?

Chapter 34 - p. 245

- **Word** - gratitude
- **Discussion Prompt** - Mudge refuses to take payment for his time, how do you think that Mr Fogg's financial privilege has helped him so far in his journey?

Chapter 35 - p. 255

- **Word** - perilously
- **Discussion Prompt** - On page 255, Captain Speedy says "females is bad luck on a ship", how is this an example of gender stereotypes?

Chapter 36 - p. 268

- **Word** - mutiny
- **Discussion Prompt** - In this chapter we saw resolution of a problem. What would your solution have been?

Chapter 37 - p. 274

- **Word** - astonished
- **Discussion Prompt** - Do you think saving someone's life absolves them of crimes that they may have committed?

Chapter 38 - p. 278

- **Word** - deduced
- **Discussion Prompt** - Did you anticipate that Sullivan had a link to Fix? If so, what were the inferences in the text that led you to this conclusion?

Chapter 39 - p. 283

- **Word** - abscond
- **Discussion Prompt** - Have your thoughts on prisons and accusation of crime changed after reading this chapter?

Chapter 40 - p. 290

- **Word** - bemused
- **Discussion Prompt** - How do you think the group may have lost track of the date?

Chapter 41 - p. 302

- **Word** - disgruntled
- **Discussion Prompt** - Did you predict that the main event of this chapter would happen?

Chapter 42 - p. 306

- **Word** - ushered
- **Discussion Prompt** - Do you think the journey would have changed in any way if the letter had been read at the beginning of the book?

Chapter 43 - p. 316

- **Word** - embossed
- **Discussion Prompt** - Would you recommend this book to a friend?

The Girl who Raced the World



TEACHING RESOURCE PACK



WIDER CURRICULUM ACTIVITY IDEAS

Page 22 - Geography Prompt



Identify Charing Cross and Dover on a map. Research how long the journey would take between the two. Does the journey time change depending on transport type?

Page 59 - Art and Design Prompt



Recreate a stained glass window of your own design using the radial symmetry of the 'Rose Window' at Notre-Dame Cathedral. You may wish to use paints, pencils or get more creative with tissue paper and cut cardboard. As an extension, you might like to look at the work of Claire Tabouret who was commissioned to create the replacement windows after the Cathedral's fire in 2019.

Page 66 - Geography Prompt



Map your own route around the world. This can be as simple as drawing a route on a map or a more detailed itinerary with theoretical routes and timings mapped out. Pick from the following suggestions to help guide your route.

- Climatic Zones - Plan your route to pass through three of the main climatic zones (tropical, dry, temperate, continental & polar)
- Biomes - Plan your route through as many different biomes as you can (tropical rainforest, desert, savannah, tundra, temperate etc)
- Map references - Plan your route crossing through the Equator, Tropic of Cancer, Tropic of Capricorn and into the Arctic Circle.
- City Route - Plan a route that passes through major cities of each inhabited continent. This would also provide opportunity for discussion on international development and urbanisation.

Page 104 - Writing Prompt



Have you noticed that many of the chapters begin with a descriptive paragraph setting the scene? Write your own description of a location you are familiar with.

The Girl who Raced the World



TEACHING RESOURCE PACK



Page 132 - Writing Prompt



Write your own piece of Poetry describing a Rainforest setting. You may wish to use a thesaurus to expand on your vocabulary.

Page 172 - STEM Challenge



Create a model boat that can float on water. Consider the properties of the materials you are using for use in water and buoyancy - you may wish to experiment using fair tests for different everyday materials.

Page 187 - Writing Prompt



Considering your audience, create a leaflet advertising the Firebreather Circus Ship.

Page 224 - STEM Challenge



Make a sailed-sledge model, to be powered by the wind. Using a fan to provide comparative results, measure how far your design can travel. This would work to support wider discussion around air resistance & friction.

Page 246 - Writing Prompt



This chapter has lots of descriptions of stormy weather, use this as a starting point to write a personal letter recounting the experience of the storm.

Page 280 - Art Prompt



Create an illustration depicting a celebratory scene using the descriptions in the text as reference points.



CURRICULUM LINKS - KS2 & KS3

Included in this list are both links that are covered within the text and ideas that have been extended upon within this guide.

- **English**
 - Reading Comprehension - recommending books, comparisons within & between books, meaning of words in context, drawing inferences, predictions, figurative language, challenging views courteously through discussion.
 - Writing - identifying the audience, setting development, writing for a wide range of purposes.
- **Science**
 - Materials - Compare everyday materials, effects of resistance & friction, comparative fair tests
 - Working scientifically - taking measurements.
- **Geography**
 - Locate countries, locational knowledge, climate zones, biomes.
- **History**
 - British History beyond 1066.
- **Languages**
 - French phrases used throughout text.

