



Teaching Resource Pack

FLOOD WORLD

TOM HUDDLESTON

DIVE INTO AN EPIC NEW WORLD!

'This is an awesome book ...
I felt like I was right there!'

*Lily, age 10,
LoveReading4Kids*



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'A brilliant adventure tale
of good versus evil.'

*Ethan, age 11,
LoveReading4Kids*

Kara and Joe spend their days navigating the perilous waterways of a sunken city, scratching out a living in the ruins. But when they come into possession of a mysterious map, they find themselves in a world of trouble. Suddenly everyone's after them: gangsters, cops and ruthless Mariner pirates in their hi-tech submarines. The two children must find a way to fight back before Floodworld's walls come tumbling down . . .

***FloodWorld* is suitable for teaching to children aged 9+.**

Use this pack to explore important themes from the book including **propaganda**, **the future of our planet**, **morality** and **society and democracy**.



Tom Huddleston is an author, musician and film journalist based in Stoke Newington, East London. He was raised in North Yorkshire where his first novel, 2013's future-medieval fantasy *The Waking World*, was set. He's since written three instalments in the official *Star Wars: Adventures in Wild Space* saga and is currently working on a series entitled *Warhammer Adventures* for Games Workshop. His interests include pizza, outdoor swimming, chewy sweets and watching far too many movies.

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• Lesson One: The Future of our Planet (Chapter One)

Objectives: Make predictions about the potential impact of climate change; draw a picture of a local town or city in 200 years' time.

Subjects: Geography, Art, Design and Technology, RSHE, Citizenship

• Lesson Two: Propaganda (Chapter Four)

Objectives: Discuss connections between the themes of propaganda and fake news; design a leaflet warning against spreading fake news.

Subjects: Reading Comprehension and Inference, Writing to Instruct and Inform, Art, Design and Technology, RSHE

• Lesson Three: Morality and Society (Chapter Nineteen)

Objectives: Consider the perspectives of different societal groups; identify laws that would help to make society more equal and fair for all.

Subjects: RSHE, Citizenship

• Lesson Four: Democracy (Chapter Twenty-Four)

Objectives: Outline what characterises a democracy; write and perform a persuasive speech for a new political party.

Subjects: Writing to Persuade, Drama, RSHE, Citizenship

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Lesson One: The Future of Our Planet

Extract One (Chapter One, p. 7 – 9)

He reached the spire, the sun baking on his back. He gave a thumbs up, receiving an answering nod from Colpeper. Then he kicked off, angling down into the dark. The Stain cleared, a shaft of sunlight broke through and the world below was revealed.

The houses here were low, a maze of narrow terraces and algae-stained roofs. Joe saw shattered windows, rotting curtains waving in the current. But there were no cars – they must've been dragged up for scrap years ago, along with anything else the early Beefs had seen fit to scavenge. This whole area had been picked clean.

He thought of the old fisherman. Had he grown up in a street like this, before the water came? Decades had passed since then, but time had no meaning down here. Joe turned, treading water and looking up at the building looming over him. A church, Colpeper had called it. He knew what the word meant; the Shanties were full of shacks where the faithful gathered to sing and pray. Kara had always cautioned him to steer clear – if there is a god, she said, he's probably not someone you want to make friends with. I mean, look at the world.

But this church was different and rather grand. From the corners of the steeple sprouted four stone carvings, horned figures with spread wings. They looked oddly at home down here, watching over their sunken kingdom.

Joe scanned the nearby buildings for the word Colpeper had made him memorise. A sign said POST OFFICE, another SUPERMARKET – a large flat structure with a line of rusty carts anchored outside. Then he saw it. Letters were missing so that the sign now read "R XY C EMA", but this had to be the place. It was a squat brick building, the entrance just a gaping rust-edged hole. Joe swam closer, taking hold of the steel frame. He peered inside.

The carpets, once red, were almost black with silt. Joe tugged the torch from his pocket, winding the crank five times, then flicking the switch. Shapes emerged from the gloom: rotted chairs and a smooth fibreglass counter. The walls were lined with pictures sealed in grimy frames. Joe wiped one clean and saw a woman wearing next to nothing holding a gun in her hand. He wondered what kind of place it had been, this cinema.

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Lesson One: The Future of Our Planet

Discussion Questions

- Does the text feel like a realistic picture of how the world could be after climate change? Explain your ideas.
- Does the idea of the future excite or worry you? Explain your ideas.
- How have characters such as Kara, Joe, and Nate had to adapt to their changing environment?
- What are the Mariners doing to try and protect the natural world and animals that are left?
- What else can we do to stop the damage being done to our planet today? Give examples.

Activity – 200 Years' Time

Subjects: Geography, Art, Design and Technology, RSHE, Citizenship

- On a large sheet of paper, split the page in two. On the left hand side, draw a picture of how your town or city looks today. Think about things such as: architecture; its population; transportation; technology; the climate; food and drink.
- When you have finished, close your eyes for a few moments picturing what your town or city may look like in 200 years' time. Consider the best case scenario as well as the worst. Do any aspects of the future resemble *FloodWorld*? What differences are there?
- On the right hand side of your sheet, sketch a picture of your town or city in 200 years' time. When you have finished, you will be asked to hold up your picture and pick out and describe one aspect of the future that you have envisaged. As a class discuss what environmental themes your pictures of the future have in common. How do they differ? Do they share any similarities with the writer's future in *FloodWorld*? Were your sketches optimistic or pessimistic overall?
- Look after your pictures, these could prove an excellent stimulus for a creative writing piece!

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Lesson Two: Propaganda

Extract Two (Chapter Four, p. 33 – 34)

Kara knew the story, everyone in the Shanties did – how as a young naval officer Remick had been captured by the Mariners and tortured half to death, how he'd escaped using his wits and risen to become head of the most powerful security corporation in the City. She didn't know how much of it was true, but everyone believed it and that was what mattered.

"Here at MetCo we work hard to keep the Shanties safe," he insisted. "With the support of our friends in government we have a mission to ensure that London remains peaceful and prosperous, inside the Wall and out. But these Mariner extremists are getting bolder all the time. Led by this thug John Cortez –" he paused for a wave of scattered booing – "they seem determined to harass us, intimidate us, undermine our way of life. We don't know why they were here today; whatever they were after we don't believe they got it. But their very presence here is an affront."

Kara could feel the crowd's anger shifting, turning away from Remick and back towards the Mariners. She saw one man spit on the concrete, a young woman balling her fists.

Discussion Questions

- What does the word 'propaganda' mean? Where or when have you heard this word used before?
- What is Remick trying to achieve in his speech? Is he successful? Explain your ideas.
- 'Fake news' is a subject we hear a lot about in today's society. This is described as either **false stories that aren't true at all** or **stories that have some truth to them, but the facts aren't clear or haven't been checked properly**. It could even be that the writer has exaggerated some parts of the story to make you think what they want you to. How does the theme of 'propaganda' connect to the theme of 'fake news' today?
- Does Kara always believe everything she is told? What makes her wary of other people's agendas?
- Can you think of other examples of when propaganda or fake news is used in the text?

Activity – Recognising Fake News

Subjects: Reading Comprehension and Inference, Writing to Instruct and Inform, Art, Design and Technology, RSHE

- In pairs, play a game of 'Two Lies and a Truth'. Take it in turns to tell your partner two pieces of information that are not true and one thing that is true. Your partner has to decide which detail is true out of the three and give at least one reason why they chose that one. The three pieces of information can be about anything you like, but take your time in coming up with them to make it as tricky for your partner as possible!
- After you have played the game, discuss the following questions with your partner: is it always easy to tell the difference between lies and the truth? Have you ever accidentally or knowingly spread information that wasn't true? Does modern media make it easier or harder to spread false information? Why might politicians and world leaders intentionally spread fake news? Can you think of any examples?
- Use the worksheet on the following page to plan a leaflet warning your fellow students against the dangers of fake news. Your aim should be to make your leaflet as informative as possible and to give practical advice to help combat the spread of fake news. Take ideas from events in the text as well as the real world to give you ideas. Then, create your leaflet making it as colourful and eye-catching as possible.



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My Leaflet

Audience – who is your leaflet aimed at?	
Purpose – what is the aim of your leaflet?	
Heading – make it short and snappy to attract attention	
Intro – a short blurb explaining what your leaflet is about and why it is useful	
Sub-headings or sections – how will you break down the information in your leaflet?	
Bullet points or lists – what advice or information could you summarise?	
Images – what use of colour images would make your leaflet more eye-catching?	
Contact details – who or where else could students go for further help or guidance?	

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Lesson Three: Morality and Society

Extract Three (Chapter Nineteen, p. 200 – 201)

The driver nodded. "Right you are."

Kara wondered what part of the Shanties he was from; all she could see was a tuft of grey hair beneath a peaked cap. She felt her stomach tighten as they picked up speed, curving round a stone arch patterned with men and horses before turning into a long street with stone buildings on both sides. The windows were heaped with gadgets and garments, gold-trimmed furniture and strings of silver jewellery. City folk marched from shop to shop, laughing and spending. Their clothes were dazzling, their skin gleamed. Their Shanty-born servants struggled behind with overflowing bags.

Kara had known it would be different in here, that people would be clean and healthy and rich. But the scale of it was still mind-boggling; all these shops, all this money, all this stuff.

"Impressive, ain't it?" the cabbie asked, glancing at her in the mirror. "People come from all around the world to shop on Oxford Street. You can get electronics from the Andes, spices from the Kush, suits and boots from the mills up north. Where are you kids from? I'm guessing you're not local."

Discussion Questions

- What do the words 'morality' and 'society' mean? How are they connected?
- Why is Kara's taxi ride so eye-opening for her? How does it link to Joe's dive on page 11?
- Name the different societies that exist in the text. Which of them would you rather be a part of and why?
- How do these societies reflect the real world? Give examples.
- Is it morally right that people live in such different conditions? Explain your ideas.

Activity – Learning From the Past

Subjects: RSHE, Citizenship

- You will be split into small groups of no more than five students per table. Each table will be designated one of the following societies: the Shanties, the Mariners, and the City people. On your tables, discuss and prepare notes on the following questions on a large sheet of paper:
 - 1) Which characters belong to your group? Do any characters straddle two or more groups?
 - 2) What traits or beliefs are associated with your society?
 - 3) How do you feel about the other two groups? Why do you feel this way?
 - 4) Who is your leader? Do you have any concerns about them and their world views?
 - 5) How could the world become a fairer and more equal place? What could your people do to help?
- As a class, go through each question one at a time, going round each table and asking them to feedback an idea.
- Finally, on your tables, agree on five new laws that you would like to see implemented to ensure that inequality is challenged and each societal group learns from their previous mistakes.

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Lesson Four: Democracy

Extract Four (Chapter Twenty-Four, p. 270 – 271)

"Citizens of the Shanties," he said. "I know you've been told a pack of lies about my people. You think we're terrorists coming to murder you in your beds. They told you those stories." He pointed to the Pavilion.

"The ministers and the media barons. They wanted you to feel powerless, trusting them to keep you safe.

"But the truth is we aren't so very different from you. We want the same things: peace, freedom, regular meals. But we don't hurt people to get it. We don't allow the powerful to exploit the weak." He lowered his voice conspiratorially, the crowd hanging on every syllable. "There's a word we Mariners hold dear. Those ministers do too. It's a powerful word, but it can be twisted out of all recognition. The word is 'democracy'.

"Britain is a democracy, they'll tell you. Every citizen has the right to vote. But how many Shanty folk have citizenship? Most of you are unregistered; you're immigrants or the children of immigrants. They know that. In fact, they depend on it. There are many more of you than there are of them."

Discussion Questions

- What characterises a 'democracy'? What are the alternatives?
- Do you believe that 'Britain is a democracy?' Explain your ideas.
- How has your opinion of Cortez changed over the course of the text? Give examples.
- Which characters do you think truly believe in democracy? Who pretends to believe in it?
- What has each character learned about democracy and power by the end of the text?

Activity – My Manifesto

Subjects: Writing to Persuade, Drama, RSHE, Citizenship

- The extract above is just one of a number of interesting speeches that are made over the course of the text. Skim through the story again looking for other examples of powerful speeches. Make a note of specific words, phrases, or rhetorical techniques the writer has used to make them effective.
- Now, imagine that you are the leader of a new political party in the real world who strongly believes in the importance of democracy. You have been asked to write a speech outlining your manifesto, stating your policies, beliefs, and aims. Note: Your work in the previous lesson with Extract Three should help to provide you with some ideas here. For instance, think about why it is important that everyone feels listened to and valued in society. What happens if people are ignored or discriminated against? What values do you stand for and why should people trust you? What is your idea of a better world?
- Take it in turns to perform your speeches to the class. At the end of all the speeches, hold a class election in which everyone votes for who you would elect. As in a true democracy, all voices will be heard!

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Thank you for using this resource pack!

We hope you enjoyed diving into *FloodWorld* with Kara and Joe!

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Look out for ***DustRoad***, the next instalment of the epic series, coming March 2020.

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