

RANDOM HOUSE TEACHERS' RESOURCE KIT

Fierce September

Fleur Beale

Juno and the Tavis inhabitants must leave their dying island. The young people look forward to a wider life Outside, but Outside too has its problems. It is two-year-old Hera, with her uncanny ability to foresee events, who saves the Tavis people from the injury and death prepared for them by an underground group of protestors.

The people of Tavis, though, have no choice but to try to live in this seemingly hostile place. The young people are entranced despite the hate campaign against them; there are the fashions, the technologies and best of all for Juno, the freedom from extreme control. Only days after the group arrives, a pandemic hits the country.

Juno was relieved to put Tavis behind her. But Tavis doesn't give up its hold so easily – she is shocked to find the island held more secrets than any of them knew. She falls for Ivan, a young man who seems to understand her, but love is a fey thing. What will become of her?

Features a ground breaking new cross-media technique – at the end of each chapter readers will be referred to an online blog written by characters connected to the story.



Fleur Beale is the author of *Juno of Tavis* among many other award-winning books – she has had more than 30 books published.



SPECIFICATIONS:

Imprint: Random House NZ
Classification: NZ YA Fiction
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Format: Paperback
Extent: 368pp
Readership: 12+

RESOURCE KIT CONTAINS:

- Starter questions
- Language exercises
- Character studies
- Comprehension/creative responses

STARTER QUESTIONS

1. What does the cover picture indicate about the book's content?
2. What does the title suggest to you?

LANGUAGE

1. Figurative language is used to convey ideas that might otherwise be difficult to express. Metaphors and similes are two types of figurative language. Examples of these are, '... the wave of black hate broke over us.' (p.79) and 'His face lit up like a neon display.' (p.113). Find more examples of each type of figurative language in the book.

2. The story is told in the first person. Why do you think the author chose to do this? Was it effective? Choose one of the passages in the book and rewrite it in third person narrative.

3. The author uses animal imagery in similes. For example, 'Shallym says we look like shaggy goats...' (p.39). Think of ten other animals and write a simile for each.

4. What type of noun is 'gaggle' in the phrase '...a gaggle of Outsiders...' (p.77). What creature is the word 'gaggle' usually associated with? Think of examples of this figure of speech for the following creatures: crows, bears, locusts, leopards, and jellyfish.

5. There are many colloquialisms used that are unfamiliar to the Tarians. What do the following sayings mean and what are their origins?

- 'Barking up the wrong tree' (p.214)
- 'Wouldn't hurt a fly' (p.214)
- 'Cat got your tongue' (p.225)
- 'Beat about the bush' (p.339)

6. Choose one of the descriptive passages in the novel which you find particularly effective and use it to set the scene or mood for your own piece of descriptive writing. Quote the passage as the epigraph for your work (i.e. clearly state the source: title, author, publisher, date, chapter and page number).

7. Find a definition for each of the following words which are taken from the novel and write one sentence for each:

- 'perilous' (p.24)
- 'imminent' (p.80)
- 'benign' (p.91)
- 'vigilant' (p.92)
- 'draconian' (p.96)
- 'perfidy' (p.111)
- 'enigmatic' (p.143)
- 'unobtrusive' (p.152)
- 'robust' (p.332)
- 'ominous' (p.338)

CHARACTERS

1. Think of three adjectives to describe Juno.
2. List the qualities of Juno's personality and find examples of when she displays each of these qualities.
3. How has Juno changed and developed by the end of the book?
4. What are the different pressures on Juno through the novel? What factors lead to the decisions she makes and how does she cope with the situations she finds herself in?
5. Describe Juno's reaction to the following events:
 - The death of Grif
 - The quarantine of Vima
 - The discovery of Thomas
 - The court case
6. What does the novel say about community and its importance during difficult times? List examples of episodes when community has been either a help or a hindrance to Juno.
7. Write a character study of one of the following:
 - Willem
 - Vima
 - James
 - Brighton Hainsworth
8. Which character do you most identify with and why?

COMPREHENSION / CREATIVE RESPONSES

1. This novel is the sequel to *Juno of Taris*. Read the summary of the previous book (pp.2-3). Is there anything you think should be added to the summary?
2. This novel is part of a trilogy. Choose another trilogy from literature. Write a description of one of the books and/or an author study.
3. What is the genre of this book? List the aspects that are indicative of the genre.
4. There is a key list of characters diagram (pp.10-11). Draw a similar diagram for your own life.

Chapter One:

5. The dome that is protecting Tavis is failing (p.13). Research another famous dome. Explore ideas such as, why was it built, how does it function, who or what inhabits it, etc. Present your findings to the class.

6. Hera has foretold the coming of the ship (p.13). What ability does Hera seem to possess? Do you think such abilities truly exist? Why or why not?

7. How do the inhabitants of Tavis plan to greet the strangers (p.14)? Choose a country in which inhabitants have welcomed settlers. How were they welcomed? What other rituals are used for welcoming people in different cultures from around the world, for example, a powhiri welcoming visitors onto a marae.

8. Why do you think Juno and Silvern's parents want to stay in Tavis if there is a choice (p.15)?

9. No desirable Tavian traits had been chosen for Vima's baby (p.17). Do you think parents should be able to choose the personality and/or sex of their child? Why or why not?

10. The Outsiders' ship is a converted freighter (pp.19 & 25). Draw a picture and/or plan of the ship.

Chapter Two:

11. As Juno walks to Willem on the ship, people are withdrawing from her (p.29). What is withdrawing? And why does it shake Juno so much?

12. What actions did the girls from Juno's learning stratum and fifty passengers take to prevent the ship from leaving (pp.32-33)? Find another famous example of personal sacrifice in an extreme circumstance from history and write a descriptive paragraph about it.

13. The Tarians are rationalists (p.34). What does this mean?

14. Paz tells Willem that, 'We don't have a good history where trust in those with power over us is concerned.' (p.34). Find examples from today's society and/or from history, of authorities who have abused the trust of those they looked after. What were the consequences for those involved?

15. Willem states that '...words are cheap.' (p.35). Split into two groups and debate this phrase.

Chapter Three:

16. Leng plays film clips reflecting what things were like in several cities at the time Tavis was first settled (p.42). Choose one of the cities listed in the book. Design and create a marketing campaign to advertise the city to tourists, for example, design a pamphlet, poster, radio commercial, etc.

17. Renu mentions the famous landmarks, Fifth Avenue and Central Park, in New York City (p.43). Choose a landmark from your local area that is famous. Find out its history. Design and create a tourist brochure encouraging people to visit it.

18. The elders on Tavis only gave the bare facts of their history (p.43). Why did they choose to do this? Why do you think this could be dangerous?

19. As the world became hotter in summer, much low-lying land was flooded (p.43). This is an extreme example of climate change. What can you do to help this? What can/are today's governments doing? Watch the documentary *An Inconvenient Truth*.

20. Leng shows live photographs of the dome of Tavis while they are on the ship (p.44). Does this technology exist today? If so, what is it and give an example of its use.

21. The people of Tavis watch as their homes are destroyed by powerful forces of nature (pp.50-51). Write a poem describing how you

would feel witnessing this event. Research a recent natural disaster, including its cause and the effects (both immediate and on-going) on the area and its inhabitants.

Chapter Four:

22. Juno thinks Fergus might be a pixie (p.53). What other mythical creatures are mentioned? Research the origins and legends of these creatures.

23. Thanks to seasickness, Juno's trips to the bathroom on the ship were not memories to treasure (p.54). Write down a positive personal experience and the treasured memories that you associate with it.

24. Juno wonders if she will still be expected to marry as soon as she turns eighteen (p.55). When can you legally marry in New Zealand? Compare and contrast New Zealand marriage laws to those of two other countries.

25. On arrival in New Zealand, Juno wants both 'difference and familiarity' (p.55). Which would you prefer and why?

26. There is an image of Einstein on the shirt Marba chooses to wear (p.58). Why is this choice appropriate?

27. The rest of Marba's learning stratum are described as his '...pet lab rats' (p.64). Do you agree with the use of animal testing in scientific research? Why or why not?

Chapter Five:

28. Grif has to explain to the other Tarians what a refugee is (p.66). Write out what her explanation may have been.

29. Willem explains that New Zealand businesses are now run as cooperatives (p.67). What does this mean? Find an example of a business that is being run as a cooperative.

30. The Enviro Party is in power when the Tarians arrive (p.68). Write out what you

imagine their party manifesto is.

31. In the novel, New Zealand is facing a problem with a declining population (p.69). What is the biggest population problem the world is facing today? What are currently the smallest and largest populated cities in the world? Locate them on a world map. At what rate is the world's population increasing daily/annually? Is this growth sustainable?

32. Willem shows a gathering of people with firearms (p.69). What are the gun laws in New Zealand? Compared to other countries, for example the USA, do you think they should be stricter or more liberal and why?

33. Groups are seeking to destroy people who have a tendency to exhibit a sixth sense (p.69). Research another time in history when people were persecuted for having special powers and what was done to them, for example, witch hunts in Middle Ages. Present your findings to the class.

34. The other members of Juno's learning stratum want to learn to read and write (p.70). Research literacy levels in New Zealand and which organisations have been set up to help. Create your own lesson to teach the basics of reading and writing.

35. Grif changed her name in Taris (p.71). Why did she choose the name Grif? What name would you have chosen and why?

36. Beta is described as a prodigy (p.73). Why? What does this mean? What other child prodigies have there been throughout history? What talents did they possess and how did this affect their lives?

Chapter Six:

37. As the Tarians wait to leave the ship they sing songs from Taris (p.78). What are the songs about? Why do you think they do this? Is there a song about your home that would do the same for you?

38. When the Tarians arrive, the media want to hold a press conference (p.82). Choose members of your class to portray the media and also the Tarians. Write a script and act out the press conference.

Chapter Seven:

39. Paz says he thinks Silvern will be a reporter because she likes the attention (p.86). What career do you envisage for yourself and why do you think it would suit your personality?

40. Fergus says that Juno likes vintage-style clothing and asks Biddo to change some of his clothing choices (p.89). Draw a picture of Juno and Biddo's clothes based on the descriptions. Design the clothes you would have chosen.

41. The Tarians are targeted by a group wanting to keep refugees out of Aotearoa (p.90). Choose three countries and find out their policies concerning migrants and/or immigration laws. Interview a migrant in your community. Where did they come from and why did they leave their home country? Where, when and how did they arrive? What conditions did they face upon arrival? What did they do when they arrived?

42. Grif compares the prison resettlement scheme to the transportation of prisoners to Australian penal colonies in the nineteenth century (p.93). Research this history.

43. Some offenders have chosen personality-changing brain surgery over prison (p.93). Do you think this is ethically and morally right? Investigate the human rights of prisoners in today's society. Which organisations have been set up to draw attention to such issues?

44. The Tarians' first day in New Zealand is described as '...a momentous day' (p.93). Choose and write a description of a momentous day for either you, your family, school and/or country.

45. Juno watches a news item on a conference being held to discuss the future and slowing of climate change (p.95). Is there an equivalent conference in today's world politics? If so, when is it, where is it and which countries are involved?

Chapter Eight:

46. When they first arrive, the Tarians are each given five dollars to spend (p.102). What would you encourage them to spend it on and why?

Chapter Nine:

47. Vima wants to attend university in Dunedin (p.117). Find prospectuses for universities in New Zealand and around the world. Choose which you would like attend and what you would study.

48. Juno and Vima have never had coffee as it could not grow on Taris (p.121). Which country is the world's biggest coffee exporter? Where does New Zealand import its coffee from? What exports does New Zealand produce? What percentage of the world grows food and to whom is it supplied? Do you think this distribution is fair?

49. The Tarians watch news about a new pandemic (p.124). What is a pandemic? Find examples from history and the effect they had.

50. The number one Tarian rule is 'thought before action.' (p.125). What is your school's number one rule? What would your number one rule in life be?

Chapter Ten:

51. Willem states that Vima will not be in contact with any pathogens (p.131). What are these? What is the name of the field of study of pathogens? Is this study carried out in New Zealand? If so, where?

52. The Tarians watch a programme about quarantine regulations (p.132). Find out, and list, the quarantine regulations that were in place for any country that has experienced an outbreak.

Chapter Eleven:

53. Juno is positive the Tarians were being used as scapegoats for the pandemic (p.141). Investigate other historical examples of people being used as scapegoats.

54. Jov is asked to work at the emergency response centre under the Houses of Parliament (p.145). Write out the emergency procedures at your school in case of an event such as an earthquake, fire, etc.

Chapter Twelve:

55. After Grif's death the Tarians attempt to act out some of their rituals (pp.149-150). What were these? What are some funeral and/or death rituals from different cultures around the world?

56. When Juno arrives in Vima's rooms she panics at the sense of being shut in (p.158). What is the technical name for this fear of enclosed spaces? Think of five other phobias and the origin of their names. How do people deal with these phobias both mentally and physically?

57. Many people signed a web petition demanding to expel the Tarians from the country (p.163). Have you ever signed a petition? Think of a cause that you could create a petition for.

Chapter Thirteen:

58. Juno surfs the net for news on what she considers to be reputable news sites (p.164). Which newspapers and news websites are in use today in New Zealand? Which do you consider reputable and why?

59. Oban describes New Plymouth, where he is now living, to Juno (p.165). Write a descriptive paragraph or poem of the landscape around your local area.

60. Juno makes dinners for Vima (p.166). Find other examples from the novel of meals Juno has cooked. Choose one of these meals and write out the recipe.

61. Juno tries to read a book by Jane Austen (p.166). Write an author study.

62. Juno realises how little she knows of the years before her birth (p.166). Study the decade before your birth. Write a timeline of the major events and the effect they have had on today's society.

63. Sina calls her son Jovan (p.169). What does this name mean? Find out the meanings and origins of the names of five of your classmates.

Chapter Fourteen:

64. Some people were only interested in bringing the citizens of Taris back to New Zealand in order to study their society and psychology (p.182). What is the name of this field of study? Write a one-page report of the Tarians' society and their beliefs in comparison to your own.

65. Trebe asks Juno to summarise the main points of the discussion (p.188). Summarise the main points of the novel.

66. James tells Juno's learning stratum how to use a phone (p.193). Design an instructional pamphlet to explain how to use a phone to an absolute beginner.

Chapter Fifteen:

67. James describes to Juno what he loved about the old world (pp.197-198). List what you love and would miss from today's society.

68. Willem states it will be a couple of weeks before the vaccine is ready as a treatment (p.199). Which vaccinations are available to New Zealanders? Do you think vaccinations should be compulsory? Why or why not?

69. James gives a quick lesson on the workings of Aotearoa (p.202). What form of government is this? What is its history? Has it been or is it being used as a form of government in any countries? And did/does it work?

70. Justa is helping the ten- and twelve-year-olds to put on a play that they found on the net (p.205). Find a script for a play suitable for this age group from the net. Produce this play by designing the set, the costumes, the programme etc.

Chapter Sixteen:

71. James and Juno's learning stratum discuss the fact that if New Zealand returned to a consumer society it would ruin the planet (p.209). List any aspects of a consumer society that you think could contribute to ruining the planet.

Chapter Seventeen:

72. Mac states that the only mode of long-distance travel is the train (p.230). Is this a sustainable mode of transport? Think of other examples of sustainable transport that have been/are being developed. What other sustainable technology is and/or could be used around your home, school, town or city?

Chapter Eighteen:

73. Juno is interviewed by a Detective Inspector (p.239). What does this job entail?

74. Juno reads the Fairlands School notice board which tells about the history of the school (p.246). Research the history of your school.

Chapter Nineteen:

75. Juno describes the leaders of Taris as '... three manic puppeteers pulling strings...' (p.267). What happens when society is run by a small group of people or a dictatorship? Are there dictatorships anywhere in the world today?

76. Ivor talks about the compulsory service work he will do when he finishes school (pp.270-271). What does this compulsory service entail? What would you want to do out of the choices on offer? What other countries today have compulsory service and what does it entail? Do you think this is a good idea? What are the pros and cons?

Chapter Twenty:

77. Juno is arrested for breaking quarantine even though she is only fourteen years old (p.282). What are the protocols of arrest in New Zealand? What rights does the person being arrested have? What rights do youth offenders have?

Chapter Twenty-One:

78. Juno knows about being given sugar for shock (p.288). What are the other symptoms of shock and how do you treat them?

79. The whole court case is televised (pp.288-309). Which other famous court cases have been televised? Are court cases in New Zealand televised? Do you think they should be? Why or why not?

Chapter Twenty-Two:

80. Imagine you are a journalist rushing to catch your deadline (pp.308-309). Write an article reporting on the court case and press conference in a limited time frame.

81. Following the court case, people in society start to apologise to the Tarians and offer them work (p.312). Do you feel these actions are enough to remedy the feelings

of the Tarians? What else would you suggest society could do?

82. Juno has been given books on fairy tales and on the myths and legends of Aotearoa (p.108 & p.313). Re-write, design and publish your own version of one of the stories that could be found in these books.

83. Juno is excited to own two books (p.313). If you were able to choose two books to give to Juno which would they be and why?

Chapter Twenty-Three:

84. At the stratum meeting, the members list the places they will be settling in around New Zealand (p.322). Locate all the places on a map. Choose one of the places mentioned and research its name, population size, economy, industry, etc.

85. Juno discovers that the first couples to marry on Taris did not know each other (p.329). Which cultures practice arranged marriages? Do you agree or disagree with this custom and why?

86. The traditional Taris wedding dance was the dance of the Sugar Plum Fairy from the *Nutcracker* ballet (p.330). Who was the composer of the music for this ballet? What other pieces did he compose?

87. Juno's grandparents do not believe in the possibility of existence after death (p.331). Choose three religions that believe in existence after death. What do their beliefs entail?

Chapter Twenty-Four:

88. When Juno dances at Vima and James' wedding she thinks that 'Flying must feel like this, free in a way that made my heart sing.' (p.343). What makes your heart sing and why? Write a descriptive paragraph or poem based on your choice.

89. Write a diary entry about one of the main events in the book by one of the following characters:

- Silvern
- Willem
- James
- Sina
- Sheen

90. Write a dramatic monologue from Vima's point of view, retelling the experiences she's had and the differences between her life on Taris and in New Zealand, including her role in Juno's life. Perform it for the class.

91. What are the italicised questions that are found at the end of each chapter?

92. Read the blogs at the end of the chapters. Choose a chapter that does not have one and write your own blog.

93. Rewrite one of the climactic scenes as a video script. (If your school has filming equipment, produce your scene.)

94. Do you think the novel could be made into a dramatic film or TV programme? Write a letter in support of the film for possible investors and design a poster advertising the movie/TV version of the novel. Think about which actors you would like to use to portray the book characters and why.

95. Design your own front cover and write your own version of the back cover blurb for the novel.

96. Write a review of the book, aiming it at the readership of your favourite magazine or newspaper.

97. Imagine that books can be divided into comedies or tragedies with comedy defined as a celebration of life, and tragedy as a recognition of our flaws and mortality. Which of the two modes would this book fit into most comfortably? Argue your case with examples from the book.