World Burn Down

Teacher Resource Pack

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1. Synopsis

Blurb

Carlos's mother is a soldier, helping to protect the Amazon from the farmers, loggers and miners who are illegally destroying the precious rainforest. It's a dangerous job – and when she makes powerful enemies, Carlos is kidnapped to teach her a lesson.

Taken deep into the Amazon, Carlos manages to escape his captors only to find himself trapped by fast-moving forest fires. Can he outrun the flames as the world burns down around him….?

Context

Students need to understand the Amazonian Rainforest: why it is important to the world, and what motivates people to destroy it. The idea of 'conflicting interests' is important and opens discussions regarding points of view. Carlos meets an indigenous child who is homeless, without a family. An interesting article by the author highlights many of the key issues :
https://www.booktrust.org.uk/news-and-features/features/2020/october/we-can-always-fight-world-burn-down-author-steve-cole-on-how-we-can-help-our-planet-together/

Themes

- Home
- The environment
- Profit and Destruction
- *'When your house is on fire, you don't wait a few more years to start putting it out.' By ourselves, we may feel helpless in the face of that fire. But when we come together with others, we can make a difference. Each positive action is a win.* - Gretta Thunburg
- Risk
- Loyalty
- What connects us as human beings

2. 'Prepare – Read – Review'

Prepare – *This initial step should warm up the text and facilitate comprehension. All activities are completed orally and high value should be placed on listening, speaking and engagement*

- Identify new vocabulary and contextualize with learners (decoding and understanding)
- Identify and introduce essential contextual information and promote discussion of this
- *Ask questions to connect prior learning*
- *Encourage learners to make predictions, to activate prior learning*
- Motivate and enthuse learners so that they build relationships with the characters
- Prepare for emotional content
- Oral rehearsal - trying it out, pronunciation

Read – *This step focuses active engagement with the text to construct meaning. Comprehension, is not a passive process, but an active one.*

- Build fluency – rhythm, tone, intonation, understanding
- Encourage learners to self-question as they read
- Provide a purpose for the reading
- Identify the reading behaviours learners will need to employ
- Encourage annotation or sensory images to secure comprehension
- Provide pit stops to pause, summarise and paraphrase
- Opportunity for learners to skim (*get the gist of text*) and scan *(locate specific details)*
- Immerse in the text: read on the run – enjoy the text
- Infer and deduce citing evidence from a text in support

Review – *This step focuses on using comprehension to evaluate aspects of the text*

- Explore themes and big ideas
- Explore conventions of genre
- Think about how the text will develop and ask questions
- Explore author's intent and the effects
- Compare and contrast
- Evaluate word choice
- Examine literal and inferential meanings – support with evidence and its location

Ch:	*Prepare*	*Read*	*Review*
1	**Contextual Knowledge**: Introduce Amazonian Rainforest and benefits to the environment. Also introduce fires in 2019. Learners need to know where it is; what can be found there; benefits to the environment and its size. This could be done through a series of images or through a clip like this: https://www.bbc.co.uk/newsround/49435987 **Predict**: Look at the front cover and predict what this novel will be about	**Reading Purpose**- Learners should read and focus on what makes this a gripping opening	**Evaluate:** Re-cap on the effectiveness of the opening. Encourage closer analysis of how a tense atmosphere/feeling is created: 1. Starts straight at point of action 2. Language – *violent crack; shuddered, jerked* 3. Rhetorical questions to understand Carlos' panic 4. Paragraphs for pace 5. Final two sentences
2	**Contextual Knowledge**: Chapter 1 states the setting of the book: the apartment is in Manaus. Check out where it is. **Link:** https://kids.kiddle.co/Manaus or Google Earth **Contextual Knowledge**: What are 'land-grabbers'? Link to last lesson's learning re context	**Summary/Purpose:** In this chapter we hear about the reasons why cutting down the trees (deforestation) is such a bad thing. **As learners read, note down some of these reasons.** Draw attention to the rainforest being *"the lungs of the earth"*.	**Analysis:** Draw attention to the final paragraph of the chapter *"Instead Carlos saw"* **pg 15**. Close analysis of how the writer creates a sense of danger. Look at: 1. Use of the hyphen to add extra detail 2. Expanded noun phrases – *wild flames* 3. Verb choice – *roaring* 4. The fire *"swept"* closer – effect of this word 5. Final sentence positioned in a separate paragraph 6. The effect of the word *"Engulfed"*

			Learners could use this as a model for their own paragraph and replicate style. Provide a different scenario
3	**Vocabulary:** Warm up words for this chapter. Could use a retrieval grid to re-cap vocabulary so far	**Reading Behaviour** – **Analysis** as developed in the last session. *Pages 16-17* – as learners read, note down all the powerful verbs used to create danger/panic	**Evaluate:** One key theme in this book is the environment/ damage being done by man. *What messages is the writer trying to highlight and how***?** Begin to mind map Draw attention to final lines of chapter – *who is this figure?* Think about effect of the word "figure". Why has the writer used this word?
4	**Vocabulary:** warm up words identified	**Reading Purpose / Literal and inferential:** *Pages 26-28.* Focus on the presentation of the boy. *As the teacher reads, learners draw the image created.* Share images – learners justify choices based on evidence from the text. Much of the comments will be based on literal reading.	**Literal and inferential:** *What have we learned about Davi in this chapter?* Move on from his appearance. Encourage more inferential reading of the second part of the chapter. Could use a character map – ***additional resource pp slide 2***
5	**Prior Knowledge:** Re-cap key events in last chapter and draw attention to final lines of last chapter. *"And Carlos heard the greedy crackle of fresh flames"*. Look at personification and words like "greedy" and "fresh". **Link to some of the words in this next chapter.**	**Fluency:** The beginning of this chapter is very tense as the fire is almost chasing Carlo and Davi. **Paired reading** of *pages 38 – bottom of page 40*. Learners take a paragraph each. Feedback on how well the reader used intonation / punctuation to highlight this feeling**.** Teacher then re-reads and models reading – discuss what was effective.	**Evaluate:** Summarise key events – orally. Go back to the theme of the environment. *How does this chapter build on this theme? Look at pages 41 -43. How does the description of the setting highlight these points?*

6	**Contextual Knowledge**: Further focus on Davi. Make point that not everybody chooses to live in urbanised areas. Introduce terms such as "tribe" and 'indigenous people" – do they know what this term means? Expand with images. Other useful links: http://www.youtube.com/watch?v=sLErPqqCC54. https://www.bbc.co.uk/news/av/world-latin-america-48845015 People want to help. Prepare word "Missionary" – can they link this to RE?	**Reading Purpose**: Focus on Davi. Notice the language that Davi uses and how he communicates. Annotate / write key points as teacher reads	**Evaluate:** Think back to lesson 4. *What can we add to our first impressions of Davi?* • *How has this chapter deepened our understanding?* • *What is his role in the book?* • *Why might the author have included this character?* Link to theme of environment
7	**Make Predictions**: This chapter is called 'Escape to Danger'. *What is going to happen to Carlos? What is going to happen to Davi?* **Vocabulary**: warm up	**Reading Purpose:** Focus on Davi's reactions to what is happening here. *Why won't he run?* Discuss orally	**Analysis** : In this chapter the vocabulary used to describe the fire is really effective in creating a sense of danger. Either look at a passage or look at individual quotes- **see additional resources pp slide 3.** Highlight emotive vocabulary; effect of similes and the verb choice. Learners could be given an image of something threatening (hurricane) and asked to write 4 sentences to describe using techniques here or a list of powerful verbs
8	**Prior Knowledge:** Look back at the final lines of chapter 7: "*Carlos stared up into the smiling face of Gedra, the man who'd kidnapped him"*. Predict where this chapter will go	**Fluency:** Paired or individual reading of *pages 70-73.* Then ,sum up what they have read (5 key points)	**Themes:** Corruption is a key theme in this book. Explore the corruption here. Sergeant Edson is clearly corrupt **Explore issue of illegal gold mining in more detail. Could introduce a non-fiction text here:**

	Contextual Knowledge: Look up mercury and what it does to the human body. **Link:** https://www.bbc.co.uk/bitesize/guides/zq4wjxs/revision/5		https://www.bbc.co.uk/news/world-latin-america-56030334 https://www.bbc.co.uk/news/av/world-latin-america-28680339
9	**Vocabulary** – There are a number of technical words used in this chapter to describe work on the mines. Warm up key vocab	**Active Reading**- *Why was Carlos kidnapped?* Read with this question in mind. Hear responses after reading whole chapter.	**Evaluate:** *Why is this chapter titled "Trapped"? Is it an effective title for this chapter?* Ask learners to think of an alternative.
10	**Contextual Knowledge:** Re-cap or re explain environmental impact of gold mining. Learners will need to know what mercury is and that it is used in the gold mining process to help find the gold. It's cheap and efficient but mercury is incredibly dangerous/ poisonous. If you have more time you could explore the issue further: https://youtu.be/53XmFJQUIiQ There are also useful infographics and images to help explain this: **see additional resources pp slides 4-7.**	**Reading Purpose:** As learners read, focus on impressions of Davi. Note key words in book or post it to describe his character/ beliefs and what is important to him. Draw attention to the way he speaks - few words but they reveal a lot about him	**Evaluate:** How does the writer of the book use the character of Davi to highlight the theme of the environment vs profit and destruction? ***Link to this quote:*** *'When your house is on fire, you don't wait a few more years to start putting it out.' By ourselves, we may feel helpless in the face of that fire. But when we come together with others, we can make a difference. Each positive action is a win.* - Gretta Thunburg
11	**Prior Learning:** re-cap events in the previous chapter. This chapter is titled "Then". What does the title suggests about the events in this chapter?	**Read and enjoy**	**Evaluate and express opinions**: In what ways does the book show the impact of humans on the environment? • *How does the book explore what humans can do to help the environment?* • *How do humans destroy the environment throughout both books?*

			Encourage learners to sum the message up in one, well-crafted sentence. Perhaps provide a few possible sentence stems to support them. Compare their sentence to the author's: *"So, never feel helpless. Spread the word. The fire of climate change must be put out before the world burns down, and we're the only ones who can do it"* **see additional resources pp slide 8** **OR** Explore the friendship between Carlos and Davi: • *How does this change throughout the book? – Provide at least two examples from the text.* • *How do the characters help one another? – How does their friendship influence the actions they take throughout the book?* • *What kind of impression does the author give of Davi when his character first appears? – Does this change? If so, how?* **see additional resources pp slide 9**

3. Vocabulary to prepare and appreciate

Vocabulary			
Ch.	Tricky words to prepare *before* reading	Wow words	Quizlet Links
1	violent wildfire environment agency	shuddered frantically	**Chapters 1-4** https://quizlet.com/_9n2f86?x=1jqt&i=38kk5o
2	moustache land-grabbers	bouncing smothering prickled rugged	
3	freeways stockpile misshapen alien (different) hostile	bolting scrambled licked ashy haze	
4	figurine Michelangelo cacophony	distorted retreated swarming	
5	Capuchin monkeys springboard fleeing beckoning summoned ecosystem	greedy fierce orange inferno billowing loping	**Chapters 5-7** https://quizlet.com/_9n2q0a?x=1jqt&i=38kk5o
6	plantain guacamole detach burrito missionary Christianity silhouettes	winged flimsy	
7	defeated advancing civilisation shantytowns shrieking federal	compose flurry pasture lush	
8	lifeblood fronds barren sergeant	rickety perched	**Chapters 8-11** https://quizlet.com/_9n3qpr?x=1jqt&i=38kk5o

9	safe house bribe blindfold generators federal	botched	
10	wheelbarrow poisonous tribe makeshift mournful undergrowth	smothering earthy odour exposed stagnant jangling ear splitting	
11	reunion resigned spokesperson kooky campaigns	pinpoint	

4. Assessment Opportunities (optional)

Writing Task

Step 1 –Immerse

- Look back over your notes/ the book
- Make a list of all the powerful words used to describe the damage that the fires were doing to the environment - **negative**. You could look back at chapter 5 in particular
- Make a list of words which you could use to describe the rainforest – **positive**

Step 2- Imitate

- Here is a passage which **doesn't** come from the book – it's not good enough! Can you rewrite an improved version? Change some words to more powerful ones and change the structure of the sentences to provide interest. Think about great sentence openers.
  Carlos was surrounded by the tall trees. They stood tall above him. He looked down into the valley and saw something different. He saw fire. He saw the tress ahead of him burning. The flames were red. He could feel the heat coming towards him. He saw the birds fly from their nests.

Step 3 – Innovate

- Write a letter to the Brazilian Government persuading them to protect the Amazonian Rainforest.
- Explain how beautiful it is; why it is important; the damage that is happening to the environment and to the tribes who live there.
- Explain what action needs to be taken to protect it

You will need to use persuasive and descriptive language.

End of Novel Quiz

(This could be transferred to a Google Form)

1. What is the purpose of Carlos's mother's job?
   Carlos's mother works for the environmental agency. She is a captain in IBAMA which is an organisation which protects the rainforest

2. How did Carlos get away from the kidnappers the first time?
   Carlos managed to run away after a stampede of cattle ran into the vehicle, and made it crash.

3. Why was Davi's language so basic?
   Davi seems to have learned the language from the missionaries and he uses single words and simple phrases to make himself understood.

4. How had the kidnappers been able to plan the kidnap?
   They had been able to plan the kidnap because a. <u>One of Carlos's mum's co-workers was a traitor and had knowledge of how to get into the apartment and when Carlos would be alone</u> b. Carlos's mum had told them where to find him c. There had been an article in the newspaper about Carlos's mum d. they went to many apartments at random until they found Carlos.

5. What were the Kidnappers hoping to get from kidnapping Carlos?
   They wanted: a. money – lots of it. B. Fame. C. <u>for Carlos's mum to understand their cause</u> D. to be violent

6. What is the phrase from the text which personifies the rainforest (gives it human characteristics)?
   A. The heart of the planet B. The limbs of the world C. The lungs of the earth D. The brain of countries

7. The author tells the story from lots of different points of view. Who do you agree with?

8. Why does Carlos leave Davi in the rainforest? Would you have done the same?

9. What do you think is the *main* theme of the book?

10. What did you *learn* from reading this book?

5. Contextual Extension Links

Topic	Resource/ Useful Link
Steve Cole – Author	https://www.booktrust.org.uk/news-and-features/features/2020/october/we-can-always-fight-world-burn-down-author-steve-cole-on-how-we-can-help-our-planet-together/
Illegal gold mining in the Amazon	https://www.bbc.co.uk/news/av/world-latin-america-28680339 **https://www.bbc.co.uk/news/world-latin-america-56030334**
Amazon Rainforest	https://www.natgeokids.com/uk/discover/geography/physical-geography/amazon-facts/ https://www.bbc.co.uk/newsround/48836955 https://www.bbc.co.uk/programmes/b0074tgb
Damage to the Amazon and environmental impact	https://www.bbc.co.uk/newsround/48836955 https://www.bbc.co.uk/newsround/51620605 https://www.activewild.com/what-is-deforestation-for-kids-information-and- https://kids.kiddle.co/Manaus https://www.bbc.co.uk/bitesize/guides/zq4wjxs/revision/5
Impact of Covid	https://www.bbc.com/future/article/20200518-why-lockdown-is-harming-the-amazon-rainforest