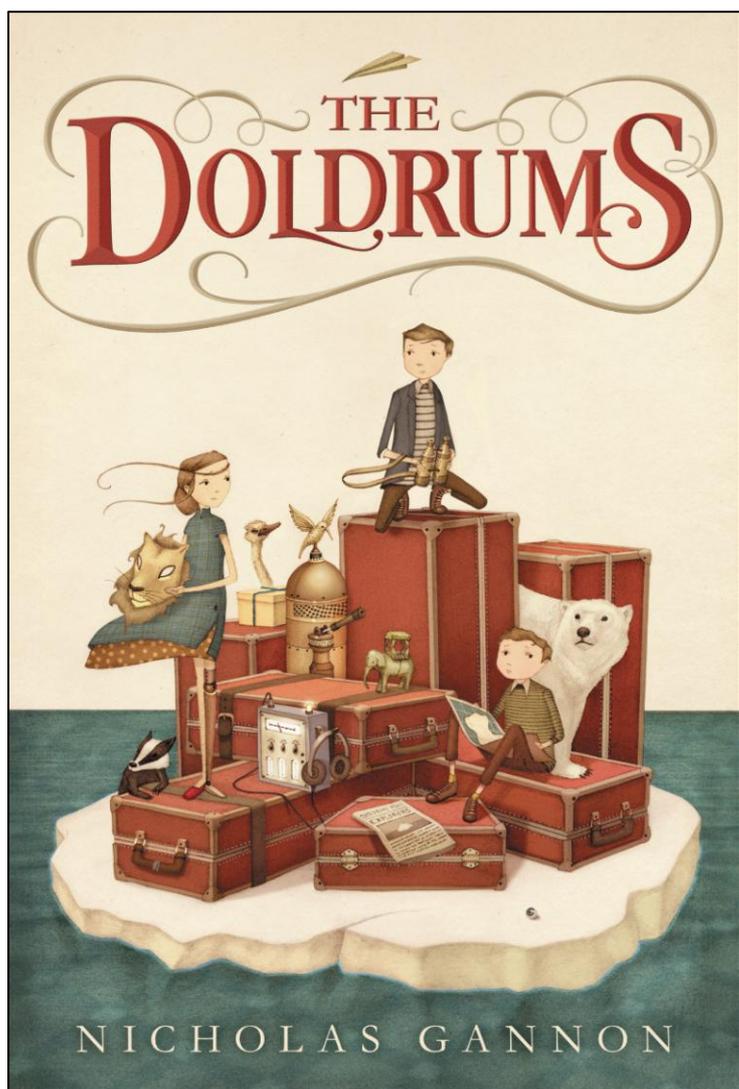


The Doldrums

By Nicholas Gannon



ISBN: 9780062320940 (Hbk)

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Notes by: Nadia McCallum

Book Summary:

Out of the thousands of children born every single day, at least one of them will turn out to be a dreamer.

Archer dreams of adventure. After all, he is the grandson of the renowned explorers and naturalists Ralph and Rachel Helmsley – surely he is destined for greatness. But before he can set off on his adventure, he needs to work out how to get out of his house, not to mention find a suitable sidekick.

Nicholas Gannon tells the story of three children who form a wonderful friendship, and their search for adventure. He superbly crafts his story through beautiful imagery and clever conversation.

National Curriculum Learning Areas and Content Descriptions:

English

Language for Interaction

Yr5: ACELA1502

Text Structure and Organisation

Yr5: ACELA1504, ACELA1797 Yr6: ACELA1518

Expressing and developing Ideas

Yr5: ACELA1507, ACELA1508, ACELA1512

Yr6: ACELA1522, ACELA1523, ACELA1525

Literature and Context

Yr5: ACELT1608 Yr 6: ACELT1613

Responding to Literature

Yr6: ACELT1615

Examining Literature

Yr5: ACELT1610

Interacting with Others

Yr5: ACELY1699, ACELY1700 Yr6: ACELY1710

Interpreting, analysing, evaluating

Yr5: ACELY1702

Text Structure and Organisation

Yr5: ACELY1703

Yr6: ACELY1713, ACELY1711, ACELY1801

VISUAL ARTS

Year5-6: ACAVAM114

Appropriate Ages: 9 years +

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International Baccalaureate Primary Years Program

Concepts

Change, Perspective, Responsibility

Transdisciplinary Skills

Thinking: Analysis, Evaluation

Communication: Listening, Speaking, Reading, Writing

Research Skills: Collecting Data, Organising Data, Interpreting Data

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About the Author and Illustrator

Nicholas Gannon both wrote and illustrated *The Doldrums*. He studied art and design and held a number of odd jobs before becoming a full-time author. He has lived in Tennessee, Minnesota, and New York, including a brief residence at a tall brownstone in New York City that was the inspiration for 375 Willow Street. He now resides in Brooklyn. This is his first book.

Themes

Under each theme are suggested points for discussion.

Family

- Archer's relationship with his parents
- Archer's relationship with his grandparents, particularly how they have chosen to continue to be involved in his life, even though they aren't supposed to see him
- Compare and contrast the relationship that Oliver and Adélaïde have with their parents, to the one Archer has with his.

Friendship

- Reasons that drew Archer, Oliver and Adélaïde to become friends.
- Reasons why Archer, Oliver and Adélaïde aren't popular with their classmates.
- How Archer, Oliver and Adélaïde enact their friendship.

Imagination

- Archer has a vivid imagination, discuss the examples in the book that give evidence for this.
- Adélaïde uses her imagination to avoid talking about the incident that caused her to lose her leg. Discuss the possible reasons why she chose to lie about how she lost her leg.

Taking risks and extending your comfort zone

- List the different examples where Archer, Oliver and Adélaïde took risks and extended their comfort zone.
- Is it good or bad to take risks?
- Are some risks better than others?
- Why might people not want to take risks?
- Think of situations where it is good to take risks.
- List different ways you take risks in the classroom, in order to learn.
- What happens if we don't take risks?

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Pre-reading Questions

- Q.** Has anyone in the class watched documentaries or television series about explorers? What have they watched? Why do they watch them?
- Q.** The title of the book is *The Doldrums* but what are the doldrums? Find out the different meanings. Which meaning do you think was the inspiration for the title of the book?
- Q.** As you are reading the book, write chapter summaries. Include relevant quotes from the book, detailing important events that contribute to character and story development. (Important quotes are included in the chapter summaries at the end of these notes.)

Learning Experiences – the structure and organisation of the novel

- Q.** How has the book been organised? Is it the same or different to other books you've read? Why do you think it has been organised this way?
- Q.** Why do you think some books are organised into parts and others aren't?
- Q.** At the end of the novel we find out that Archer's grandparents are still alive and that Archer will meet them before Christmas. Why do you think the author chose to tell us this at the end, and then not have Archer meet them before the book ended?

Learning Experiences – the novel

Many of these learning experiences draw upon the work of Tony Ryan's Thinkers Keys and Edward De Bono lateral thinking strategies.

- Q.** We can learn a lot about the characters in a book from the interaction they have with other characters. Write down quotes from the first two chapters of the book that tell you about the relationship Archer has with his mother; his father; and his grandparents. What insight do they give us into their relationship? What do they tell you about the kind of person Archer is?

Archer's Relationship with his mother

Chapter One

pg 1 *Out of the thousands of children born every single day, at least one of them will turn out to be a dreamer.... The doctors saw it, the nurses saw it and much to her chagrin, his mother saw it.*

pg 2 *He stepped beneath his mother's frown and into the kitchen.*

pg3 *He turned to leave but nearly hit the ceiling when he discovered his mother standing behind him. Her hands were holding her hips in place... Archer slipped beneath her furrowed brow and continued on his way.*

pg4 *"Just smile and nod," she said, her hazel eyes looking terribly grave. "There's no need to say another word tonight."*

pg7 *Mrs Helmsley said he looked like a gentleman, but Archer agreed with this man. He looked like a Christmas tree.*

pg14 *More than anything, he wanted to embark on an expedition with them. And adventure – an unusual and strange adventure – like being carried by a pelican ... Mrs Helmsley had different ideas. Whenever the question was raised of what Archer wished to be, she would answer before he could.*

"He wants to be a respectable lawyer like his father," she would say.

Archer used to argue this, but realised it wasn't worth it. He could never win an argument with his mother.

pg17 *"Don't pretend you don't know who he takes after," his mother said.*

"You're overreacting," his father replied.

"It's for his own good."

Chapter Two

pg18 *It was a Saturday. But Archer wasn't outside. Aside from school, he never was. This was his mother's decision.*

"What happened to your grandparents?" she asked on a regular basis.

"An iceberg," mumbled Archer.

"You must speak up," she replied. "Enunciate."

"An iceberg," said Archer. "They floated out to sea atop an iceberg."

"That's right. They floated out to sea atop an iceberg. And you want to float out to sea atop an iceberg?"

pg19 *So when Archer wasn't at school he spent most of his time assisting his mother with tedious tasks ... (pg20) Helmsley House was a shrine to exploration and adventure. Not a place to spend your days licking stamps.*

pg29 *It took Archer only a few days to read all of these books, and his mother left him alone as he did, glad to see he was doing something sensible. Of course, she might have thought otherwise had she bothered looking at the titles.*

Archer's relationship with his father

Chapter One

pg10 *Dad comments that he almost became the world's greatest explorer of countless places, but when pressured by Archer to explain why he didn't he changed the topic: And as with his mother when he asked about his grandparents, Mr Helmsley always changed the subject when he asked this.*

Chapter Two

pg18 *Two years had passed since the iceberg incident, and Archer was now eleven years old. Mr Helmsley spent most of his time in his study and at the office, and Mrs Helmsley busied herself about the house.*

Archer's relationship with his grandparents

Chapter One

pg12 Insight into relationship with parents and grandparents *Archer stepped into his closet, turned on the light, and pushed aside his clothes hangers to reveal an entire bookshelf brimming with packages. All of these were from his grandparents and he kept them a secret because he grandfather suggested it in a letter – but also because he liked having a secret to keep.*

pg13 *Archer longed to meet his grandparents. Judging from their letters and house, they must be magnificent people.*

pg14 *More than anything, he wanted to embark on an expedition with them. And adventure – an unusual and strange adventure – like being carried by a pelican ...*

Chapter Two

pg30 Archer makes the decision to do something: *He decided he wasn't going to sit around anymore. He was going to figure out a way to escape that tall, skinny house on Willow Street and find an adventure of his own. He had to. After all, Archer was a Hemsley, and being a Hemsley meant something. Archer knew what it meant. It meant he had to do something great – something worthy of the Hemsley Golden Age – something that could even restore the Hemsley Golden Age... he was going to find an adventure that would make them (his grandparents) proud. And because his grandparents couldn't help him, he would find someone who could.*

Q: Compare what the students say about Oliver, and what they say about Archer (pg33-34) Compare this to what Archer thinks of Oliver. Whilst worded differently, are their opinions of Oliver the same? Do they view these qualities as favourable? What does that tell us about the characters?

(Oliver) pg33 *"He's got a few too many, you know, cracks in his nut," said Charlie H. Brimble.*

"He is a nut," said Molly S. Mellings. "And I hope a squirrel takes him away."

"That would never happen," said Alice P. Suggins. "He's one nut no squirrel would want."

(Archer) pg34 *"They're all crazy," said Alice P. Suggins. "His grandparents are frozen to the side of an iceberg.*

"I thought they were eaten by penguins," said Molly S. Mellings. "I know he has penguins inside his house."

"Not just penguins," said Charlie H. Brimble. "There are many strange creatures in Helmsley House – even an Archer."

(Archer's thoughts on Oliver)

pg33 *It was widely whispered that Oliver was some love child of disaster and tragedy. Perhaps that was true. But Oliver was also unique. And Archer realised that the moment they collided.*

pg33 *"Do you always run with your eyes closed?"*

"Only when I'm late, said Oliver. "When I close my eyes it feels like I'm running faster."

Archer smiled.

Q. Archer is convinced that he needs to go to Antarctica to search for his grandparents. Oliver isn't so sure. Antarctica isn't a place that people commonly travel to. Construct a PMI (Plus, Minus, Interesting) chart to explore the advantages and disadvantages of travelling to Antarctica.

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Q. In Chapter Three, on page 42, Archer uses love of a sandwich to illustrate his love for adventure; *Little bites are never enough when you love something. When you love something, you want it all. That's how it works.*

What is something you love to do? Would you agree with this statement? Explain your reasons giving examples from your own life.

Q. At the beginning of Chapter Four, Archer talks about Doers and Dreamers. Archer dreams about becoming an explorer, like his grandparents. Compile a list of careers or aspirations that people might dream of becoming, one for each letter of the alphabet, e.g. E for Explorer.

Q. One of the things Archer likes about visiting Oscar's house, is eating the delicious food the Glubs cook. *Delicious smells were wafting from the Glub's kitchen. Mrs Glub always made wonderful food.* What is your favourite meal to eat? Why is it your favourite? Is it because you have fond memories associated with it? Or is it because of the flavours contained within the dish?

Q. In Chapter Six, Oliver describes how he would keep himself alive if he were stuck on an iceberg, like Archer's grandparents were. *Oliver had also given considerable thought to the situation. Oliver would dig. He would dig to the centre of the iceberg (pg100).*

Brainstorm at least ten other situations where digging a hole might get you out of a tricky situation, or at least keep you alive. Choose one situation and write a story explaining how you came to be in the situation to begin with.

Q. What techniques does the author use to transition the story from Archer's to Adélaïde's? What technique does the author use to tie Adélaïde's story back into Archer's? What effect do these have?

Q. Archer is reluctant to become friends with Adélaïde. Why do you think this is so? *Archer rolled the glass eye from one hand to the other. It watched him as he did so and he knew what it was thinking. You don't look like a great adventurer either. That was true. And if he was going to be one, he would need help. Maybe Adélaïde was the one to do that. (pg189)*

Q. In Chapter Fifteen Archer, Oliver and Adélaïde set up their sleeping bags, make a bonfire on of the rooftop and talk about their plans for the next day. Brainstorm a list of things you could do with a sleeping bag, other than sleep in it.

Q. At the beginning of Chapter Sixteen Archer, Oliver and Adélaïde eat their breakfast and mentally prepare to go on their adventure. How do each of their mornings vary? What does this tell us about them and their relationship with their family?

Q. In Chapter Seventeen we learn that Archer's father promised his grandparents that he would take Archer to the museum. Why do you think it was so important to Archer's grandparents that Archer visit the museum? pg331 (Mr Helmsley) *"After he met you, he made me promise to start taking you to the museum and tell you stories ..."*

Learning Experiences – the illustrations

Q. Examine the colour palette Nicholas Gannon has used for his illustrations. What effect does the choice of colours convey?

(N.B. The colours used have a brown overlay, almost a sepia effect. Warm colours are also used predominately with cool colours more used as accents.)

Q. We know from the text that Archer's mother doesn't appreciate his dreaming. How can we tell this from the illustration on pg v?

(Not just Mrs Helmsley's facial expression and body language, but also the use of space and perspective. There is a lot of space between each family member. They are also small relative to the large room.)

Q. In Chapter Five Mrs Murkley has dinner at the Helmsley's. Look at the picture on pg76. What techniques has Nicholas Gannon used to show the dynamics between Mrs Murkley and Archer?

(Pay particular attention to the symmetrical composition of the picture, how even the spine of the book not only splits the picture in half but divides the characters, the body language of the two characters, the large imposing figure of Mrs Murkley compared to the small withdrawing figure of Archer, and also the food on the table on Mrs Murkley's side is very busy and crowded compared to the food on Archer's side which is more sparse, leaving more space on the table.)

Q. Look at the illustration on pg107 of the officer at the port. Adélaïde likened him to a walrus. What qualities of a walrus had he been given in the illustration?

Q. Look at the illustration on pg140. How has Nicholas Gannon showed movement in this picture?

Q. Look at the illustration on pg308. This picture shows the stand-off between Archer, Oliver and Adélaïde, and the tigers. How has the tension been shown in the image?

(Both the tigers and Archer, Oliver and Adélaïde are drawn at the edges of the illustrations, the exaggerated space between them, use of angular lines, note again the use of space and perspective and the effect this has.)

Q. Choose any picture from the book and comments on how the sense of space has been used to convey meaning.

Q. Using any picture from the book, identify from what perspective you are viewing the scene. For example - is it high, like from the top of a ladder; or low, as if you are down on the ground looking up at what is happening. Why do you think this perspective has been chosen for this particular illustration?

Research Tasks

Q. Investigate a famous explorer. Write a brief biography about them. How did they come to be an explorer? What impact did their explorations have? How did their explorations change the world and our understanding of it?

Q. Archer plans to go to Antarctica but realises he needs to get there by boat. Due to Antarctica's climate and location, only certain types of transport can be used there. Research what types of transport people can use to get to Antarctica, and what types of transport they use to get around while they are there. How are they similar and different to the types of transport we use in Australia?

Q. Adélaïde was born in Paris, France. Create a presentation to inform your classmates about France. Research the language, culture, religion, sport, traditional cuisine and significant events in history.

Chapter Summaries / Significant Events

PART ONE

Chapter One

pg7 The man placed a firm hand on Archer's shoulder and said, "You're a Helmsley, Archer. And being a Helmsley means something."

Chapter Two

pg21 Grandparents trunks are delivered.

pg26 Listens to first audio tape.

pg30 Archer makes the decision to do something: *He decided he wasn't going to sit around anymore. He was going to figure out a way to escape that tall, skinny house on Willow Street and find an adventure of his own. He had to. After all, Archer was a Hemsley, and being a Hemsley meant something. Archer knew what it meant. It meant he had to do something great – something worthy of the Hemsley Golden Age – something that could even restore the Hemsley Golden Age ... he was going to find an adventure that would make them (his grandparents) proud. And because his grandparents couldn't help him, he would find someone who could.*

pg31-33 Archer realises Oliver is the person to be his sidekick; *It was widely whispered that Oliver was some love child of disaster and tragedy. Perhaps that was true. But Oliver was also unique. And Archer realised that the moment they collided.*

Chapter Three

pg37 'Adventures' begin *Oliver looked suspicious and not without reason. According to his math, over the past few weeks Archer had failed to find an adventure more times than he tried. But Oliver wasn't good at math, and it's not possible to fail more times than you try. Still, he was right about one thing. Archer's track record was dismal. Oliver was fine with that.*

pg47 "I knew them well - your grandparents, I mean," Mr Glub continued, using Archer's shoulder to balance as he slid into his boots "Ralph once told me we're all explorers, which was a fine observation. The only problem, I said, is that a great many of us have embarked on fantastically drab expeditions." Archer agreed. "My expedition is pretty drab," he said.

Mr Glub shook his head and opened the front door. "I can't imagine that's true," he replied. "No, I saw that sparkle in your eyes the moment I met you, and I knew it meant that something was on the boil. Never told your mother, of course – not sure she goes in for such things. But I was glad to see it. Either way, chin up."

pg48 (Oliver) "But listen, I was thinking about this whole adventure idea. And before anything else, you should talk to your mother about leaving your house this summer. Otherwise you're not going to get very far. It's been two years. How long are they going to keep you in there?"

... Oliver was right. He had to get permission to leave his house this summer. But it wouldn't be the first time Archer had the discussion with his mother and he knew what she would say: icebergs and tendencies. It was hopeless. Still, as he took one last look down Willow Street and shut the door, he was desperate to make it happen.

Chapter Four

pg 55 Archer gets permission to go to Rosewood Park with Oliver.

pg 61 We find out that Archer has been sneaking into Oliver's house: *Delicious smells were wafting from the Glub's kitchen. Mrs Glub always made wonderful food. Archer knew this because ever since he'd become friends with Oliver, he'd been sneaking into Oliver's house. His mother had no idea how easy it was, and she was completely unaware how frequently he did it. She wouldn't like it.*

Chapter Five

Mrs Murkley comes for dinner.

Chapter Six

pg90 *Helmsley House was never a loud place, but it was especially quiet in the weeks that followed the polar bear incident ... During those weeks, the door to Archer's room was locked except when a tray of food was brought in.*

pg98 *One week after the movers left, Archer and Oliver met on the rooftop as they did almost every night. Only this night was unlike other nights. In fact, this night would change everything in Archer's world. But Archer didn't know that yet.*

pg104 *The south by southwest breeze changed directions and blew the music from Archer's bedroom to the girl's balcony. The girl spotted him. Archer quickly lowered his binoculars.*

pg105 *Adélaïde? thought Archer. What was an Adélaïde?*

pg105 *Adélaïde had a French name because Adélaïde was French, and Adélaïde was French because before she arrived in Rosewood Port, Adélaïde lived in France.*

PART TWO

Chapter Seven

pg120 *Like most other girls her age, Adélaïde wanted to be a ballerina. Unlike most girls her age, Adélaïde was a true prodigy of dance.*

pg134 *The bakery truck smashed sideways into a lamppost and all fell silent. But the impact dislodged the lamppost from the sidewalk ... a moment later, the lamppost fell. Adélaïde was too shocked to move in time.*

pg138 *As a general rule, almost anyone who lives in Paris never wants to leave it ... and moving day arrived, Mrs Belmont was nowhere to be found. Mrs Belmont was not an exception to the rule.*

pg139 *"To three-seventy-six North Willow Street," Mr Belmont said. He raised an invisible glass in the air. "And to a change of scenery."*

Chapter Eight

pg143 *The bird finally spoke between pecks.*

"I've flown – around the block – once or twice – in my life – but – CAW - excuse me. But never, not once, have I seen someone like that. She has a wooden leg!"

Yes, Archer could see that. "But why?" he asked.

pg145 *School resumes. Adélaïde and Mrs Murkley begin at the Button Factory.*

pg150 *Hearing all of the students whispering about Adélaïde made Archer feel worse. It's an odd thing to be jealous of a girl whose leg was eaten by a crocodile.*

Chapter Nine

pg153 *"Mr name is Mrs Murkley," she announced without ceremony. "And it's quite clear in looking at all of you that your feeble Mrs Thimbleton has been running a rather loose ship. This changes now."*

pg164 *It's always troubling for a woman like Mrs Murkley when someone so much smaller gains the upper hand. It upsets the natural order of things. What's worse was Adélaïde did so with no effort.*

Chapter Ten

pg170 (Oliver) *"You at least have to admit that she was pretty incredible in class."*

"I didn't notice anything special," said Archer.

pg173 *Adélaïde introduces herself to Oliver and Archer.*

pg174 *Archer listened to this exchange without adding a single word. He was too busy staring at Adélaïde's leg. Crocodiles. He couldn't compete with that.*

pg183 ...*thinking about this possibly not-so-rude Archer Helmsley whose grandparents had floated out to sea atop an iceberg. Adélaïde didn't think such things could happen. But two years ago, she also didn't think pigeons could send a bakery truck crashing in a lamppost.*

pg184 (Oliver) *Mrs Murkley petrified him. He was glad he wasn't on her list, but Archer was, and for the first time, he realised that simply being Archer's sidekick could get him into very real and serious trouble. He wasn't cut out for this line of work. Adélaïde was. He'd only accepted Archer's request because he wanted a friend. Adélaïde could actually help Archer. And if she did, Oliver wanted no part of it.*

Chapter Eleven

pg188 *"I should have said it earlier," Oliver continued. "And I'm surprised you don't see it, but I think she's the one you're looking for – the one who can help you."*

pg189 *Archer rolled the glass eye from one hand to the other. It watched him as he did so and he knew what it was thinking. You don't look like a great adventurer either. That was true. And if he was going to be one, he would need help. Maybe Adélaïde was the one to do that.*

pg195 *The truth was Archer could have said he was going to the moon and Adélaïde would have wanted to come along.*

PART THREE

Chapter Twelve

pg214 *Mrs Murkley was no fool. She suspected an unsavoury alliance was forming after spotting the trio numerous times in the corridors and library. Archer was unaware of this until he spotted her in the library that afternoon.*

pg218 *Today was Adélaïde's eleventh birthday, although she made no mention of it. Mr Belmont, however, had discreetly told Archer the date during one of their café meetings. So Archer and Oliver had spent the previous afternoon doing something personal. They'd spent the afternoon with Mrs Glub in the Glub's kitchen learning how to make a cake.*

Chapter Thirteen

pg223 *"We'll have to find a ship to stow away on," said Archer.*

Somehow he would have to figure out if and when a ship was leaving for Antarctica, and they could board that ship while the cargo was being loaded.

pg225 *"The point," said Oliver, "is that some people's hearts can handle more than others'. A year with Mrs Murkley is plenty for me. I can't handle much more and I don't want to die in a bowl of cream of tomato soup."*

pg228 (Oliver) *"A choice is deciding whether to eat cake or ice."*

"So choose cake," said Adélaïde

Archer nodded. "Choose friendship."

Chapter Fourteen

pg239 *The man took one look one last look at Adélaïde before dropping the leash into her hand and stepping off the bus.*

pg242 *The building was four stories high and seem to stare down at them as they stared up at it. Archer looked at his card. The address was correct. And he could just make out the words Strait of Magellan at the top of the building. This was it. But it wasn't what he imagined.*

pg247 *"I thought that was you, Archer Helmsley," the Eye Patch replied.*

Adélaïde bit her lip, but she was growing used to the idea that there were many odd strangers who knew Archer by name.

pg255 *Of course his grandparents didn't travel for nine years without ever coming home. That was simply what his parents wanted him to believe. His mother probably asked them to leave Helmsley House after he was born.*

pg263 *And when the driver shouted, "Willow Street," they stepped off with their equipment, a departure date, and a beagle named Fritz.*

Chapter Fifteen

pg264 *The ship to Antarctica would be leaving in one week. They'd done their research and their equipment and winter clothes were packed into bags, but they still had to figure out how they were going to get to the port.*

pg273 *Oliver looked over his shoulder at Adélaïde. She was diffing against the far wall.*

"There's something I've wanted to ask you about her," he whispered. "Do you still every think she's lying? She doesn't seem to know very much. And you saw how easily she duped that guard. What if she's duping us?"

Chapter Fifteen

pg283 *Only her father knew the truth – her father and Miss Whitewood. It had slipped out one afternoon...*

"Did you really think I believed the crocodile story?" Mrs Whitewood asked ...

"Do you think everyone believes it?"

Adélaïde didn't know who believed it and who didn't. But Archer and Oliver did and they were the ones she wanted to tell, but couldn't. Not now at least.

Chapter Sixteen

Class excursion to the Museum. Archer and Adélaïde escape but Oliver gets left behind.

pg299 *Mr Helmsley sees Archer and Adélaïde on the museum rooftop.*

pg303 *The polar bear leaned forward. Mrs Murkley leaned backward ... she let out a shriek when the polar bear began its journey south, straight into her outstretched arms ... Mrs Murkley was defeated – smashed to the floor beneath the massive polar bear.*

pg310 *Careful not to take his eyes off the tiger, Archer whispered to Adélaïde, "What should we do?" Adélaïde didn't respond ...*

"I was lying about the crocodiles," she whispered

pg320 *"No one was eaten," agreed the director, sitting back down. "But there's a lot of middle ground between not getting eaten and something being great."*

Chapter Seventeen

pg325 *"Well, that couldn't have gotten worse," said Oliver. "We nearly died. You nearly died twice. We destroyed the museum. And seriously damaged Mrs Murkley."*

pg329 (Mr Helmsley) *"Your grandparents wanted us to move in after you were born. They wanted you to grow up in this house. Your grandfather had big ideas for you."*

pg330 (Mr Helmsley) *"He promised they would stay away until your twelfth birthday if we would take the house. It took him some time to persuade your mother, but she eventually agreed and we moved in. Of course, no one had any idea they were going to wander onto an iceberg before your twelfth birthday."*

pg331 (Mr Helmsley) *"After he met you, he made me promise to start taking you to the museum and to tell you stories."*

pg332 (Mr Helmsley) *"Your grandfather must've known they would be pathetic at best. I assume that's why they started sending you those boxes ..."*

pg336 *The Doldrums Press Explorers Discovered*

NOTES PREPARED BY

Nadia McCallum completed a Bachelor of Arts majoring in Psychology and Sociology, before going on to complete a Masters of Teaching which she finished with Honours. She has taught in the Catholic, Government and Independent school systems at a Primary School level. Nadia has a special interest in the explicit teaching of thinking skills in order to develop critical thinkers who actively explore, engage with and learn about the world around them and themselves. Nadia works as an education consultant advising schools and speaking at conferences on curriculum differentiation and assessment.