

RANDOM HOUSE TEACHERS' RESOURCE KIT

Heart of Danger

Fleur Beale

Heart of Danger is the third and final book in the thrilling Juno trilogy by award-winning author Fleur Beale.

Juno and her family arrive at their new home, but almost immediately danger threatens her sister Hera and they move to Willem's protection in New Plymouth, the city Juno most hoped to avoid.

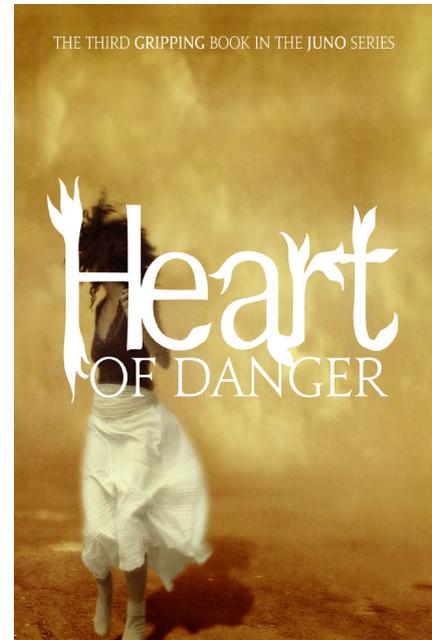
Fairlands School is too like Taris, and Hilto's son Thomas is a pupil there. The handsome Ivor is also there and soon begins to pay attention to Juno in a way she finds both confusing and exciting. Juno's special mind powers are called upon to help her save Hera.

Heart of Danger is a rollicking read that veers between scary situations and Juno's discoveries about love and the powers of her own mind.

Fleur Beale has also written a supplementary post-novel story, which will be available to read at www.randomhouse.co.nz/heartofdanger on publication.



Fleur Beale is the author of more than 30 award-winning books. *Juno of Taris* won the Esther Glen Award in the 2009 LIANZA Children's Book Awards, and *Fierce September* won the Young Adult Fiction category in the 2011 New Zealand Post Children's Book Awards.



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RESOURCE KIT CONTAINS:

- Meet the author
- Starter questions
- Close reading
- Showing understanding
- Creative responses
- Essay topics
- Significant connections

Price (GST inclusive) and author details are correct at the time of writing but are subject to change. Visit www.randomhouse.co.nz for up-to-date information.

Starter questions

1. What does the cover image indicate about the book's content?
2. What does the title suggest to you? Who do you think the book is aimed at?

Close reading

Chapter One

1. What do we learn about Juno's past from the information revealed in this first chapter? How does the author fill in the gaps for readers who haven't read the first two books in the series?
2. What do we learn about Juno's personality in this opening chapter? What do other people say about Juno?
3. What do we learn about Hera and her special bond with Juno?
4. What hint is there that Juno may need to battle old foes?
5. Why does the author include the snippets of information in italics at the end of this and every chapter in the novel?

Chapter Two

6. What impressions do you get of Thomas from this chapter?
7. What is a 'learning stratum'? (p. 27)
8. What do you think a 'mini-comp' is? (p. 27)
9. What hints are given to suggest that Ivor will be an important character in this novel?
10. What do you learn about the different members of Juno's learning stratum? How are they clearly differentiated?

Chapter Three

11. What is the first impression you get of Ivor?
12. Why is New Plymouth regarded as 'a bit of a show town for the whole country'? (p. 35)

13. What does Juno mean when she says, 'Oh joy. This was the reality of being in a school where they tuned in to your emotions.' (p. 37)
14. What hints are there that Thomas and his family have in some way harmed Juno's family in the past?
15. Why is Juno fearful of fitting in at Fairlands?

Chapter Four

16. What do you learn about Ivor's personality in this chapter? Why might these traits be appealing to Juno?
17. Why is Juno reluctant to hold Ivor's hand or walk too closely beside him even though she is attracted to him? (p. 46)
18. What does Juno learn about Hera's young classmates in this chapter?

Chapter Five

19. Why is Juno intrigued that Hera seems to like Thomas but also thinks he's silly? (p. 55)
20. Why is Sheen pleased by Oban's offer to stay with them until Zanin arrives? (p. 56)
21. Why are the other students so keen for Juno to tell them about Tavis? (p. 59)
22. Explain Juno's reaction to Ivor's kiss. (p. 62)
23. What hints are there that Ivor is not to be entirely trusted?

Chapter Six

24. Why do you think Hera ignores Ivor and Juno when they supervise her playing with Angelo? (p. 71)

25. Describe in your own words Ivor's attitude towards Hera. To what extent is he resentful of the attention everyone pays her?
26. Why do you think Willem brought the strange girl into Hera's classroom? (p. 75)
27. Why is Juno keen to discover the mysterious girl's name?

Chapter Seven

28. What do you discover about the Children of the Coming Dawn in this chapter?
29. Why does Willem make the promise to Callie? Do you think he handles the situation well? (p. 80)
30. Why does Marba suggest that their learning stratum should concentrate at the same time every morning? (p. 87)

Chapter Eight

31. Why does Marba think someone wants to punish Taris? (p. 91)
32. What further cracks in Ivor and Juno's relationship are revealed in this chapter?
33. How does Juno's grandmother Grif help her?

Chapter Nine

34. What reasons does Ivor give for accompanying Juno?
35. Why are the people they encounter so wary of Ivor and Juno? What does this tell you about the calamities that had previously befallen Aotearoa?
36. Explain the different attitudes Ivor and Juno have about love and marriage. Do you think Ivor lead Juno on or was Juno simply naive?
37. Was Ivor right to tell Juno he had no intentions of marrying her, given that they were on a dangerous quest? Do you think he would have continued with her if she hadn't run away from him at that point?
38. Do you think Ivor is a coward for not

following Juno or was he merely granting her wish to be alone?

Chapter Ten

39. Why do you think the villagers are frightened of the sect Juno is looking for?
40. Why do they agree to show Juno the way?
41. How does Juno react to the woman's offer to pray for her? (p. 119) What does this tell us about religious beliefs in Aotearoa and in Taris?
42. Why does Juno turn down Jasper's offer to go with her? (p. 120)

Chapter Eleven

43. What evidence is there that the Children of the Coming Dawn are highly organised and have a hierarchical society?
44. What signs are there that a sacrifice is to take place shortly?
45. Why did this community want to sacrifice Hera? Was it just bloodlust?
46. What does Juno mean by building a 'wall of love'? (p. 130)
47. Why do Juno's words of defiance and her statement that 'I will make your existence a living hell' have such a strong impact on Secundus? (p. 132)

Chapter Twelve

48. Why does the leader hate Juno in particular?
49. How does Juno mentally duel with the leader and who do you think her unseen protectors are?
50. Why does no one attempt to stop Juno and Hera as they run down the hallway? (p. 139)
51. Why does Callie come to their rescue? (p. 139)

Chapter Thirteen

52. Juno seems surprised that Jasper and his people have chosen to live in isolation.

Given what has already happened in this novel, what reasons might they have for choosing this lifestyle, which is not unlike Taris?

53. Why is Callie afraid of the police? (p. 149)
54. Do you think Ivor is telling the truth when he claims that he didn't follow Juno because his horse ran away from him?

Chapter Fourteen

55. How do the police regard Juno and Hera? Do they show any understanding or appreciation of the girls' special powers?

Chapter Fifteen

56. What links are there between the founding of Taris and the Coming Dawn sect?
57. Why didn't Ginevra tell Juno earlier about her own brief relationship with Ivor?
58. Given that Juno has special powers, is she right to say 'I deserved to beat myself up' when thinking about her past feelings for Ivor? (p. 172)
59. Why do you think Thomas is so fascinated by Juno? Is it just because he wants to find out about Taris?
60. How does Willem help Juno overcome her nightmares and feelings of despair? (p. 175)

Chapter Sixteen

61. Do you think that Ivor's apology is sincere? Do you think Juno should have been tougher on him? (p. 181)
62. Why is Camnoon considered to be a very unusual person? What is a 'humanist'?
63. Given Camnoon's testimony, why do you think Zagan was particularly keen to kill Juno? (p. 192–3)

Chapter Seventeen

64. To what extent does the focus of the novel change in this chapter from the trial

to personal relationships among the group?

65. Why do James and Sina want Vima and Jov to spend time together? Do you think it is a good way to find resolution for both couples? (p. 196)
66. Do you think Juno is right when she says, 'I just didn't understand how different love is Outside from how it all worked on Taris.' (p. 198) Were emotions different on Taris or was it social controls and expectations that were different from those Outside?

Chapter Eighteen

67. Why were the workers so scared of the elite group? Do you think they were really as powerless as they say they were? Should they take any responsibility for the crimes of the elite?
68. What qualities do you think Juno may share with her genetic father, based on Camnoon's description of him? (p. 207)
69. Do you agree with Juno when she says about Camnoon, 'What did a monk know about love?' (p. 210)

Chapter Nineteen

70. What can you tell about Juno's genetic father from the first conversation she has with Abraham Lucas?
71. Why did the leaders of Taris refuse to let Juno's parents have their own biological children?
72. Why might families on Taris try to hide any special powers, as suggested by Vima? (p. 218)
73. How important do you think it is for children to know who their genetic parents are?
74. What evidence is there that James loves Vima?

Chapter Twenty

75. Why is Juno so impressed by the bookshop?

76. Why is Juno so surprised to discover that Hera has half-siblings?

Chapter Twenty-one

77. Why does Juno think that Marba would not be a suitable husband for her?

78. How is Marba changed by love? (p. 240)

79. Why do Juno and Thomas clash so much? Do you think Thomas is entirely to blame?

80. Why is Juno's family so excited about Christmas when they don't believe in God?

Chapter Twenty-two

81. How does Juno react when she meets Nash for the first time? (p. 252)

82. What does Nash's account of his upbringing reveal about his personality and the relationship he had with his parents?

83. Why did Nash decide to take a leave from his studies and go travelling?

Chapter Twenty-three

84. Why do you think the leaders of Taris would not let the people celebrate Christmas, Easter, Valentine's Day or Halloween?

85. What do Nash and Juno have in common? Why do you think Juno is less trusting of it than Nash?

86. How does Nash help Juno confront Thomas? How does Thomas change as a result?

Chapter Twenty-four

87. What does Juno learn from Abraham's visit?

88. Why is Juno so reluctant to learn how to use her abilities fully?

89. How would you describe the relationship Juno has with Nash?

Chapter Chapter-five

90. Why do you think Juno and her friends wanted to spend their volunteer year recording the stories of isolated communities in Aotearoa?

91. How does Juno prepare for her volunteer year?

92. How do Juno and Nash react to Hera's announcement that they will marry one day? (p. 300)

93. Were you surprised by the ending of the novel?

Showing understanding – themes

Power and Leadership

1. In *Heart of Danger*, Juno once again finds herself in a small, isolated society ruled by an elite group. Compare and contrast the Children of the Coming Dawn community with the community of Taris. Comment on leadership structure, lifestyle, beliefs and values, education, means of control, social sub-groups and the treatment of women. (If you haven't read the earlier novels in the series, it is still possible to do this activity based on what you learn about Taris from reading *Heart of Danger*.)

2. Are the leaders of the Children of the Coming Dawn driven by a lust for power or a lust for revenge? Explain your answer by using quotes from the novel.

3. What are the qualities you would expect from a good leader? What examples of good leadership did you find in *Heart of Danger*? Can someone be a successful yet reluctant leader?

The Importance of Family

1. In *Heart of Danger*, most of the main characters (including the villains) place importance on

family ties. Discuss the role that family plays in the lives of Juno, Thomas, Nash and Secundus.

2. To what extent do the men and women in this novel follow very traditional roles? For example, the women do the cooking while the men are scientists or builders. How are these traditional roles tied into the concept of family as portrayed in this novel?
3. To what extent are Juno's learning stratum also a family? How do you define a family?

Genetics

1. In *Heart of Danger*, the old debate of nature versus nurture is played out. To what extent are people the product of their genetic makeup and to what extent does the way they are brought up affect personality? Choose four characters from the novel and explain to what extent you think they have been influenced by nature and/or nurture.
2. Hera and Juno discover more surprising information about their genetic parents in this novel. How does this information reveal flaws in the genetic selection procedure adopted by the people of Taris?

The Future

1. This novel is set in New Zealand in 2085. What parts of New Zealand life are still the same and what parts have changed dramatically? To what extent does the reader have to 'suspend their disbelief' when reading this novel?

2. What do you think your country will be like in 2085? What do you think it will be like in 200 years time? What do you think are the main challenges that lie ahead?

Love

1. Why does Juno fall in love so quickly with Ivor? To what extent do you think that the idea of 'falling in love' is influenced by the culture you have been brought up in?
2. Do you think that Ivor would have been a good partner for Juno if they had met when they were both older? What did they have in common?
3. Do you think Juno is being honest with herself when she claims that she regards Nash as an older brother? Are there any clues that she may be drawn to him romantically?
4. Given that Hera appears to have the ability to see into the future, do you think it is inevitable that Juno and Nash will marry? Or do you think Hera is simply stating what she would like to see happen?
5. Given the dilemma that Vima and Jov find themselves in, do you think it is possible to love two people at the same time? Why do the people of Taris find this situation particularly distressing, given their society's view on love and marriage? To what extent were arranged marriages the norm in Taris, given that people were expected to choose partners from the same learning stratum?

Creative responses

1. Choose a dramatic episode from the novel and turn it into a film or play script. (If there is time and you have the right equipment, you may be able to produce the scene and video it!)
2. Create a montage of images to portray the main ideas in this book. Having completed the book, do you think the title is appropriate? Why or why not?

3. Write the next chapter in this novel. It could be an account of Juno's adventures while she is travelling through Aotearoa with her friends or it could begin with Juno's return a year later.
4. Create a Facebook profile page for Ivor. Be sure to comment on things like activities, music and philosophy.
5. Do you think this novel could be made into a successful movie? Write a letter to Peter Jackson or Andrew Adamson explaining why you think they should take this project on. Suggest possible cast choices and locations for filming.
6. Design a soundtrack for the movie of this novel. It does not need to feature original music but you need to explain why you think certain tracks would be appropriate.
7. Imagine what Hera will be like at 16. Write five diary entries for the teenage Hera and in these entries comment on what other characters in the novel might be doing.
8. Imagine that while Juno and her friends are away they all contribute to a blog for family and friends to follow. Write five blog posts, each one from the point of view of a different character from Juno's learning stratum, for example, Marba, Paz, Silvern, Pel and Juno.
9. Write an opinion piece explaining your thoughts on arranged marriages.
10. Organise a class debate on the topic 'Christmas and Easter should be replaced with non-religious public holidays'.
11. Once you have completed the creative tasks as stipulated by your teacher, visit www.randomhouse.co.nz/heartofdancer and read Nash's story. Write a response to this additional ending. Were you surprised by what happened next? Or had you predicted something very similar in your response to task three in this section? Do you think happy or sad endings are more satisfying to the reader?

Essay topics

The following essay topics commonly appear in the Level 1 English external exam for Achievement Standard 90849 (1.1): *Show understanding of specified aspect(s) of studied written text(s), using supporting evidence* [NZ].

1. Describe a character or individual you enjoyed reading about in *Heart of Danger*. Explain why this character helped you understand an important idea in the text.
2. Describe at least one idea or theme in *Heart of Danger* that you found interesting. Explain why you found the idea/s or theme/s interesting in the text as a whole.
3. Describe at least one important aspect of setting in *Heart of Danger*. Explain why this aspect helped you understand a key idea or theme in the novel. Setting could include time and/or place.
4. Describe at least one important conflict in *Heart of Danger*. Explain why the conflict helped you understand the key idea/s in this novel.
5. Describe at least one key event at the beginning of *Heart of Danger*. Explain why the event/s helped you understand a key idea/s in the novel.

Significant connections across texts

The following texts could be used in association with *Heart of Darkness* and the other titles in the Juno trilogy for those students working on Achievement Standard 1.8: *Explain significant connection(s) across texts, using supporting evidence* [NZ].

Novels

- *The Crossing* by Mandy Hager
- *The Wilderness* by Mandy Hager
- *Resurrection* by Mandy Hager
- *The Chrysalids* by John Wyndham
- *Heart of Darkness* by Joseph Conrad
- The *Tomorrow, When the War Began* series by John Marsden
- *Noughts and Crosses* by Malorie Blackman
- *The Island of Doctor Moreau* by H G Wells
- *The Mysterious Island* by Jules Verne
- *The Outlanders* by Margaret Beames
- *The Sea-wreck Stranger* by Anna Mackenzie
- *Ebony Hill* by Anna Mackenzie
- *Finder's Shore* by Anna Mackenzie
- The *Salt* trilogy by Maurice Gee
- The *Hunger Games* trilogy by Suzanne Collins
- *Feed* by M T Anderson
- *The Road* by Cormac McCarthy

Short stories

- 'The Lottery' by Shirley Jackson

Films

- *Avatar*
- *Logan's Run*
- *Gattaca*
- *Tomorrow, When the War Began*
- *The Truman Show*

Television series

- *Survivors* (both versions)