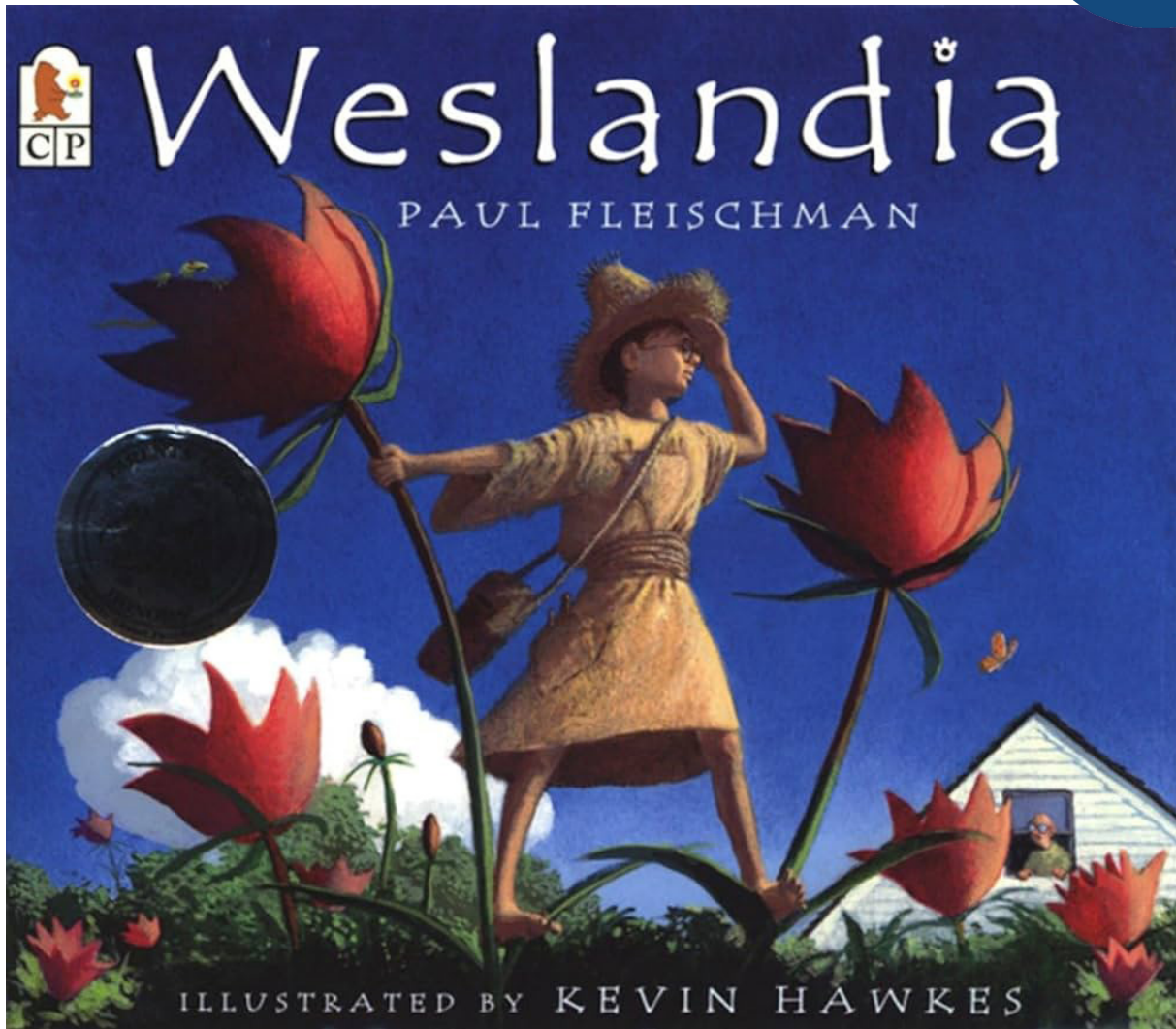


# EXPLORE MORE BOOK GUIDE

Activities, tools & resources for learning with this book!



## HAVE QUESTIONS?

Please contact Alison Johnson at IRW, 207-460-6828 or [ajohnson@islandreadersandwriters.org](mailto:ajohnson@islandreadersandwriters.org).

# EXPLORE MORE BOOK GUIDE

Getting Started: **BEFORE** reading the book!

Interested in a guided session with a trained facilitator in the Visual Thinking Strategies process?

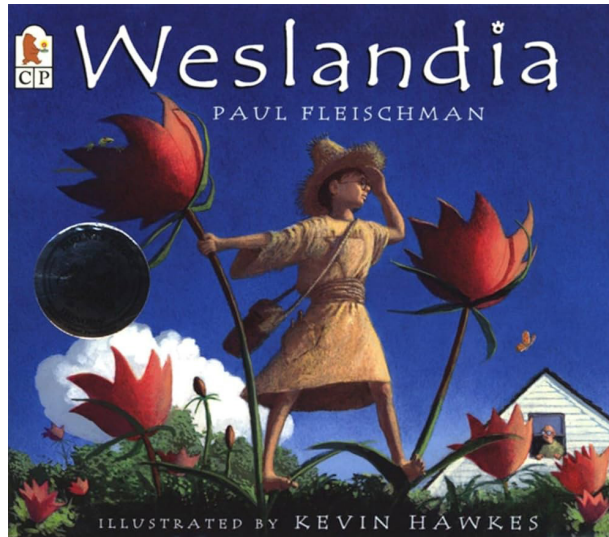


Please contact Alison Johnson at IRW: 207-460-6828 or [email](#).

What is Visual Thinking Strategies?



Watch this [video](#) to learn more about VTS.



Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

If virtual, ask your students to summarize (or you paraphrase if synchronous) their ideas in short notes in a Google Doc or other format (Padlet, etc.) Build on the group ideas and communal knowledge during your discussion.

- *What is going on in this picture?*
- *What do you see that makes you say that? (provide evidence)*
- *What more can we find?*

## STANDARDS Covered throughout this Explore More Book Guide:

*SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.*

*SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.*

*SL.3. Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.*

*R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.*

*R.5. Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.*

*R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*

*R.8. Analyze the structure of various texts, including how the features and components relate to each other and the whole.*

*R.9. Assess how perspective or purpose shapes the content and style of various texts.*

*R.10. Evaluate the argument and specific claims in various texts.*

*Emphasis on History*

# EXPLORE MORE BOOK GUIDE



## MEET KEVIN

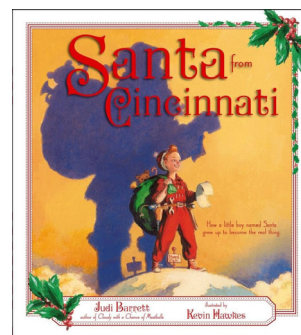
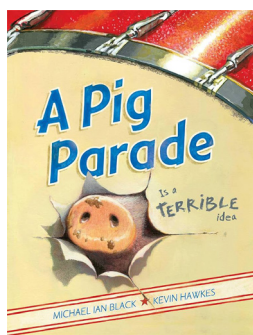
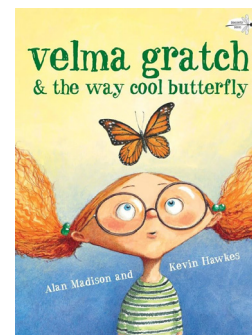
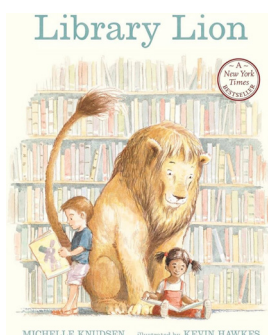
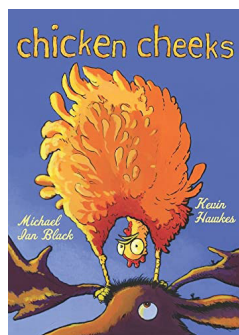
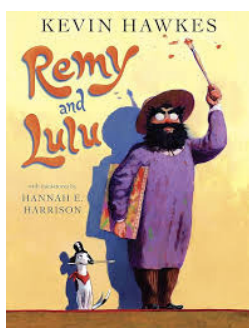
Kevin Hawkes has illustrated more than forty books for children, including the *New York Times* bestseller *The Library Lion*, *Weslandia*, Michael Ian Black's *A Pig Parade Is a Terrible Idea*, *Santa in Cincinnati*, and *Luigi*. He lives in Southern Maine, where he can be found wandering aimlessly in his garden, unless forced indoors, where he creates imaginary landscapes with cobalt blue skies. Recipient of the 2021 Katahdin Award for Lifetime Achievement presented by the Maine Library Association.

Visit his [WEBSITE](#) to see more about Kevin.

And find Kevin on [INSTAGRAM](#).

[CHATTING](#) with Paul Fleischman and Kevin Hawkes about a civilization as you've never seen it!

A selection of books Kevin has authored and/or illustrated:



## LET'S TALK! Discussion Questions

### TAKING A CLOSER LOOK AT THE BOOK

1. Take a look at Wesley's room on page 2. What are some of the inventions he has been working on? Choose one and describe what you think it is used for. What problem was he trying to solve with each design?
2. Wesley came up with multiple types of food from his Swist plant. Think of a fruit or vegetable that we eat like tomatoes or potatoes. How many ways have you eaten this food? Can you think of any other ways to prepare it for consumption? Are there any other uses you can think of besides food?
3. Wesley hears his mother and father saying that he did not "fit in." Do you think this bothered Wesley? By looking at the pictures, what do you notice that he does about it? Can you think of other ways to deal with feeling left out?
4. Where Wesley lives everything looks the same, the houses, cars and yards. If you could change one thing in his neighborhood, which item would you pick and how would you change it? Would changing one thing make the story different? Why or why not?
5. The Maine state tree is the white pine tree and the Maine state flower is the pinecone and tassel. Can you imagine a society where everything people used came from one plant? Think about how you would use it in order to make food, energy, transportation, clothing and everything else in a society. What would your clothes look like? What else would you need to survive and thrive?
6. Wesley's story feels a bit like a "tall tale." Look up the meaning of a tall tale and the difference between it and a folk or fairytale. Can you think of another tall tale that is similar to Wesley's story? What is the same? What is different? Why or why not?
7. Wesley's neighbor is seen 7 times throughout the book and even asks a few questions. What do you think the neighbor thinks of Wesley's endeavors and how did his attitude change as the story progressed? Create some thought bubbles to show what he is thinking.

## LET'S CREATE! Book-Inspired Art

1. Use everything you learned from Wesley's experience and create your own **Future City** based on your town
  - Make sure to include your town boundaries along with your individual home and yard boundaries.
  - What resources are available now and what might your future town need?
  - Make a model of your city, using recycled items. Think about transportation, industry, food and how to grow it, water, waste management, daily life...
2. Explore energy sources: Solar, wind, hydro, geothermal, etc. Make a windmill or build a solar powered car and race in a 4H competition.
  - [JUNIOR SOLAR SPRINT-RULES AND REGULATIONS](#)
  - [JUNIOR SOLAR SPRINT MATERIALS FOR BUILDING](#)
  - [BUILD A WIND TURBINE | WINDMILL #EARTHMONTH ACTIVITIES FOR KIDS](#)

### Future City:

Future City starts with a question – how can we make the world a better place?

To answer it, middle school students imagine, research, design, and build cities of the future that showcase their solution to a citywide sustainability issue.



## LET'S CREATE (AND DO)! Book-Inspired Art (continued)

3. Wesley makes up a numerical system for “Weslandia” based on the number of petals (8) on the Swist’s flower. Learn about [NUMERICAL SYSTEMS](#). Make up your own system. What did you base it on? How does it change the way you live? Think of all the places we use numbers – how many can you come up with?

- [TEACHING HISTORY OF THE NUMBER SYSTEM - STRESS FREE MATH FOR KIDS](#)

4. Wesley also made his own ink for writing from his swist plant. Try this recipe below to create your own ink out of plants. Try writing with the end of a feather or a stick. You can also make your own mortar and pestle out of rocks or wood to smash the flowers or seeds for your ink.

### • MAKING INK WITH PLANTS AND BERRIES

- Pick flower petals (with permission).
- Smash about 1/2 cup of flower petals or berries with a mortar and pestle. You can use rocks or a rolling pin if you do not have a mortar and pestle.
- Place the smashed flower petals or berries in a saucepan with 1/4 cup water, dash of salt and a teaspoon of white vinegar (for the dandelion ink I added a bit of turmeric). Cover and bring to boil and simmer for 10 to 15 minutes. Keep watch so it does not boil dry.
- Take it off the heat and let it sit for 24 hours.
- After 24 hours, strain and use your ink with a paint brush or fountain pen.



5. *Mapping for younger kids:* Create “My Lifeland” an autobiography map that looks like an island using your first initial. Fill in with things about you, your family and homes for each person, your likes and where/how you would include them on your map, favorite games, food, clothing. Draw where your house will be, where you farm or get food, where you wash and get your water. Here are some [SAMPLES!](#)

6. *Getting Active!* Wesley and his friends make up a game called “Wesball” Imagine you are playing this game, what are the rules? How do you play? What props or equipment do you need? Write all your thoughts down and try to play your game with classmates.

## LET'S DIVE DEEPER! Explore More

1. Into Identity and Differences with the [WORLD OF WESLANDIA](#).
2. About agriculture - [WHEAT RICE MAIZE](#) - Agriculture & Civilization.
3. Leadership and mentoring:
  - Consider how these projects provide opportunities for mentoring with older and younger students
  - Cook their recipes together
  - Plant a small garden and take care of it together
  - Create their ideal town/future city together
4. Read this [INTERVIEW](#) to see into the future with Wesley: Where is Wesley now?

## LET'S READ MORE!

### Text to Text Connections

