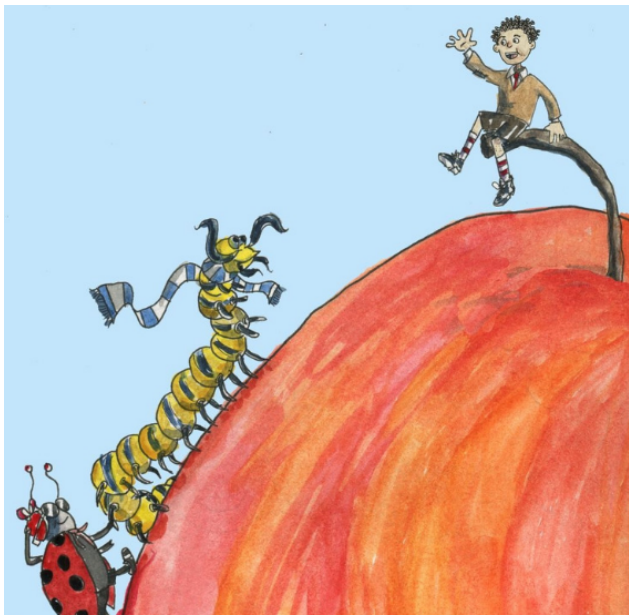


Wheelock Family Theater  
at Boston University's

*Study guide for*

**Roald Dahl's *James and the Giant Peach***

Prepared by Marianne Adams



**ROALD DAHL'S  
JAMES AND THE  
GIANT PEACH**

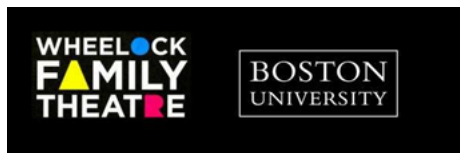
Adapted by Benj Pasek, Justin Paul,  
and Timothy Allen McDonald  
Based on the book by Roald Dahl

**APRIL 12 - MAY 12, 2019**

**School Matinee Series**

**10:30 AM April 23, 24, 25, 26, 30, May 1, 2, 3**

This new musical adaptation of Dahl's classic story gives us all of the delicious rhymes of the book with whimsical music & lyrics from the creative team behind *The Greatest Showman* and *Dear Evan Hansen*. James' thrilling quest across the pond will lead him to discover family and home in the most unlikely of places. **Recommended for ages 6+**



## TABLE OF CONTENTS

3.	About Wheelock Family Theatre at BU
4.	About the author
4.	About the Musical
5.	About the Author-Adapters
5.	The Director says.....
6.	Meet the James's-Video Interview
6.	Adapting a Novel for the Stage
9.	Themes in <i>James and the Giant Peach</i> Activities: Storytelling, Role on the Wall, Collecting Evidence
9.	Social Emotional Learning in <i>James and the Giant Peach</i> CREATE- Social Emotional Growth
12.	Seeing the Play. Post-Performance Discussion
14.	Cross Curricular Activities
14	Geography
14	Math
14-15.	Language Arts
15	Science
16-20	Science of Rolling Fruit or How to Slow Down a Giant Peach <i>Science of Friction and Surface Area</i>
21	Where Do They Live? <i>Mapping Activity</i>
23	Crossword Puzzle
24.	Other books by Roald Dahl
25.	Resources

# A Note About Wheelock Family Theatre at Boston University

WFT@BU has been on the forefront of inclusion and nontraditional casting since 1981, offering enhancements for audience members with physical and developmental disabilities and fulfilling our mission to have every child (and grown up) see themselves on stage. This production of *James and the Giant Peach* is no exception.

**Casting.** This production continues WFT's long tradition of multicultural and intergenerational casting, featuring actors in lead roles from a variety of racial and ethnic backgrounds and of all ages.

## Access for All.

- You will notice rectangular screens on either side of the stage- that is our open captioning system. All the words the actors say are put up on the screens so that audience members who are Deaf or hard of hearing can enjoy the performance.
- Our entire theatre facility is fully wheelchair accessible.
- Braille and large format programs are available upon request.
- Sound enhancement devices are available upon request.
- **This production of *James and the Giant Peach* will be interpreted in American Sign Language and Audio Described on. 5/5 at 2:00 and 5/10 at 7:30**



## About Roald Dahl (<https://www.roalddahl.com/roald-dahl/about>)

Roald Dahl was a spy, an ace fighter pilot, a chocolate historian and a medical inventor.

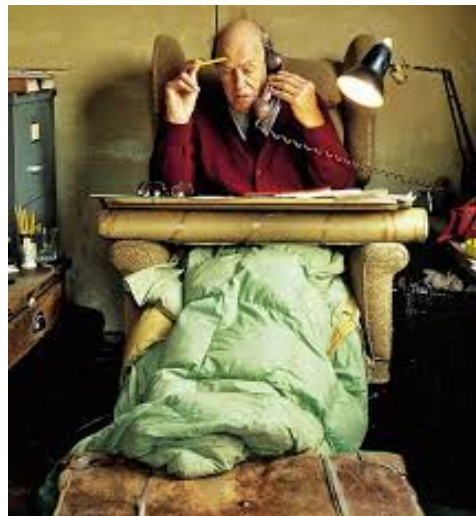


Born in Llandaff, Wales, on 13th September 1916 to Norwegian parents, Harald Dahl and Sofie Magdalene Hesselberg, Dahl was named after Roald Amundsen, the Norwegian who had been the first man to reach the South Pole just four years earlier.

He was the author of [Charlie and the Chocolate Factory](#), [Matilda](#), [The BFG](#), and a treasury of original, evergreen, and beloved children's books.

He remains for many the world's No. 1 storyteller.

Did you know that Roald Dahl sat at the same chair to write his books? If you visit his museum you can sit in it too!



An Interview with Roald Dahl about writing and how he came up with the story of *James and the Giant Peach* <https://www.roalddahl.com/create-and-learn/write/roald-dahl-on-writing>

## About the musical

When James is sent by his conniving aunts to chop down their old fruit tree, he discovers a magic potion that results in a tremendous peach... and launches a journey of enormous proportions. Suddenly, James finds himself in the center of the gigantic peach - among human-sized insects with equally oversized personalities - but, after it falls from the tree and rolls into the ocean, the group faces hunger, sharks and plenty of disagreements. Thanks to James' quick wit and creative thinking, the residents learn to live and work together as a family. The dangerous voyage is a success, but the adventure takes a whole new twist once they land on the Empire State Building.

A delightfully offbeat adaptation of the classic Roald Dahl adventure, the creative possibilities with *James and the Giant Peach* are endless. Actors will love playing the outlandish characters and performing brand new material from one of Broadway's hottest duos.

(<https://www.mtishows.com/roald-dahls-james-and-the-giant-peach-tya>)



## About the Author/Adapters (<https://pasekandpaul.com/>)



Oscar, Grammy, Tony, and Golden Globe Award-winning songwriters Benj Pasek & Justin Paul are best known for their work on *Dear Evan Hansen*, *La La Land*, and *The Greatest Showman*. Their songs “City of Stars” and “Audition (The Fools Who Dream)” from *La La Land* (with collaborator Justin Hurwitz) were both nominated for the Academy Award for Best Original Song, and “City of Stars” garnered both the Academy Award and Golden Globe for Best Original Song in a Motion Picture. Pasek & Paul won the 2018 Golden Globe

for Best Original Song for “This Is Me” from *The Greatest Showman*, which was also nominated for the 2018 Academy Award for Best Original Song and most recently for the 2019 Grammy Award for Best Song Written for Visual Media. Upcoming projects include the live-action movie musicals *Aladdin* and *Snow White* at Disney, and an original animated musical at Fox Animation/Blue Sky Studios.

## Director’s Notes: Director Emily Ranii

The name “Ladahlord” is an anagram for “Roald Dahl.” This narrator, an invention of the musical’s creative team and a symbol for James all grown up, asks James: “Are you willing to reach into the great unknown and see what bizarre adventures the universe may have in store for you?” Lahdlord challenges James to raise his expectations and launches James, a giant peach, and five insects on an epic journey. *James and the Giant Peach* is a parable for celebrating diversity and finding a sense of belonging.



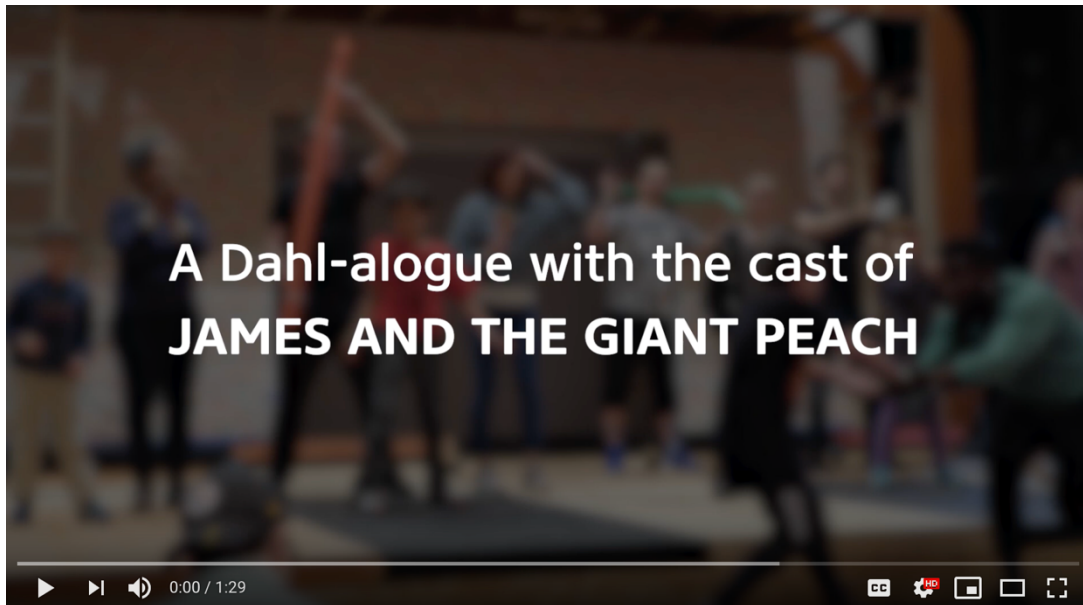
At the core, or dare I say, peach pit of this parable is a crew of outcasts. With evocative nicknames like “bugs” and “creepy crawlies,” insects are notorious sources of fear for humans. And yet, the ladybug, spider, grasshopper, centipede, and earthworm of *James and the Giant Peach* are entirely benevolent creatures, essential to our ecosystem. James, meanwhile, is an orphan whose aunts have isolated him from his peers and ridiculed him for his opinions. Stuck in a peach pit journeying from the White Cliffs of Dover to New York City, the human and insects are initially fearful of each other. But James quickly emerges as a leader of this band of misfits, uniting the species in acceptance of their differences. To quote librettist Timothy Allen McDonald: “together, they form the picture of the perfect, imperfect family.”

I grew up on Roald Dahl—devouring every single book he wrote for youth, before moving on to his short stories for adults. I love Dahl for his whimsy and wonder, which demonstrate to readers (and now audiences) that there are worlds different from their own out there. After all, you too can create your own world if you are “willing to reach into the great unknown and see what bizarre adventures the universe may have in store for you.”

## MEET THE JAMES'

We have two young men playing James

Meet them here: <https://www.youtube.com/watch?v=hWMtNwej34s&feature=youtu.be>



For more information about the cast go here:

<https://www.wheelockfamilytheatre.org/performances/cast/roald-dahls-james-and-the-giant-peach/>

### Adapting a Novel for the Stage

This play is an adaptation of a book. To adapt something means to change it so that it's suitable for a new purpose. Turning a book into a play can be very tricky: a playwright can't include everything that's in the book in the play.

- Read Roald Dahl's *James and the Giant Peach* with your students. Much of the dialogue (and many of the songs' lyrics) are lifted directly from Dahl's writing, and children will enjoy hearing the familiar words and expressions.
- Think about all the characters in the book- will they all be on stage? How did the creative team figure out who stays and who goes?
- Were there scenes in the *James and the Giant Peach* book that you missed or were different in the play? Why do you think that is?
- How is *James and the Giant Peach* like---Cinderella? Jack and the Beanstalk? What other stories do you know that have some of the same elements? ( wicked step parents, magic, talking animals, adventure, someone who turns out to be strong and brave, unlikely events, orphaned children finding a new family, etc)



**You do it!** Try dramatizing a familiar story. Discuss how you decided what to include and what to leave out.

## **What were the adapters thinking about when they wrote the musical?**

**Read this to find out:** Broadway pair bring James and the Giant Peach to Toronto

Feature about Pasek and Paul in advance of the show's run at Toronto's Young People's Theatre in [The Toronto Star](#)

## **Who is in and Who is out?**

**Check out who Pasek and Paul put into the show.**

### **Character Breakdown from the Musical**

#### **Ladahlord**

Ladahlord is a mysterious character who seems to have a hand in the magical things that are happening. Though he may seem a bit off, he carefully watches over James, making sure James moves towards to a better life. Ladahlord also serves as a guiding narrator throughout the story.

#### **James**

James is the hero of our story, on an epic quest to find a family of his own and gain confidence in himself

#### **Ladybug**

Ladybug immediately takes on a doting, maternal role in James' life.

#### **Grasshopper**

Grasshopper, the leader of the Insects, is ever the optimist and assumes a paternal role in James' life

#### **Spider**

Spider is a clever creature who becomes a fun-loving older sister to James.

#### **Earthworm**

Earthworm is a gentle spirit, although he can be a bit of a coward. Luckily, he gains enough courage to save the day by baiting some gullible seagulls. Earthworm looks at James as a brother figure.

#### **Centipede**

Centipede may be a bit of grouch, but he is ever-loyal to the pack, and by the end of the story, he's won over by James. James sees Centipede as that cranky uncle with a heart of gold

#### **Spiker and Sponge**

Spiker and Sponge are the sort of aunts (or monsters) that you fear ever being stuck with. They take James into their home but only so that he can be their own personal servant. Spiker is the brains of the operation, and Sponge is more concerned with finding something to eat.

#### **Zoo Crowd**

Mr. Trotter, Mrs. Trotter, Karl Kreatour and the Zoo Crowd are all part of James' nightmare.

### **Matron Nurse**

The Matron Nurse runs the Painswick Orphanage, and you definitely get a sense she hasn't had a vacation in years.

### **Billy and Bobby Bobby-Cop**

Billy and Bobby Bobby-Cop are a perfectly unified pair of cops working for Scotland Yard.

### **Vagrants**

The Vagrants, including Doreen Driggles, Ridgley Rapsallion, Violet Funkschmeller, and Chris Cryermouth are an ensemble of have-nots to support Spiker and Sponges treacherous plans. These ensemble roles are important for making up the world of the musical. The Passing Man, Man (with wallet) and Passing Woman all have featured moments where they fall victim to Spiker and Sponge.

### **Garden Chorus**

The Garden Chorus comes to life in Shake It Up as Ladahlord mixes a magical potion.

### **Reporters**

The Reporters, including Ida Walters, are on the scene just as the peach is becoming larger than life.

### **Ladies**

Bitsy Botana and the rest of the LadiesGarden Guild are in flowery frocks and hats, intent on having Spiker and Sponge give the keynote speech at their conference.

### **Hollywood Agents**

The Hollywood Agents, led by Buzz, jump in on the success of the growing peach with movie and Broadway deals for Spiker and Sponge.

### **Farm Animals, Willy Wonka And Oompa-Loompas**

Farm Animals, Willy Wonka and Oompa-Loompas are all in harms way as the peach outgrows its stem and rolls towards the ocean.

### **Angry Crowd**

The Angry Crowd is in search of the amazing giant peach, but they quickly turn into an angry mob when the peach is nowhere to be found.

### **Cruise Ensemble**

The Cruise Ensemble are various vacationers en route to New York with Spiker and Sponge.

### **Sharks And Seagulls**

The Sharks and Seagulls are featured in Plump and Juicy.

### **New Yorkers**

New Yorkers, including the Screaming Women, Lucille Van Kooglestein, Bunny Mackenzie The Third, Jake and Joe all witness the peach land directly on the Empire State Building and are sent into a panic!



**You try it-** Pick a favorite story and make a list of all the characters. Who would you be able to keep? Who would have to go? Why?



## Themes in *James and the Giant Peach*

**Home:** What is home? No matter how horrid Aunt Sponge and Aunt Spiker are, James believes in a place to call home. He also believes in the power of friendship. By staying open and never giving up he finds friends who he cares about and who care about him. James and his band of outcasts are, as librettist Timothy Allen McDonald says, “the picture of the perfect, imperfect family.”



### Activity—Storytelling.

*Where do you feel at home? Is it a place? Or when you are with a particular person? What does it look like?. What colors do you see? What objects? Does it have a special smell? How is the light? How do you feel when you are there?*

Tell a story about being in that special place. Take us on a tour. Make sure to include details that help us see and feel what you see. (But not so many that we lose track of the story)

For more storytelling ideas go here: <https://www.mensaforkids.org/teach/lesson-plans/the-art-of-storytelling/>

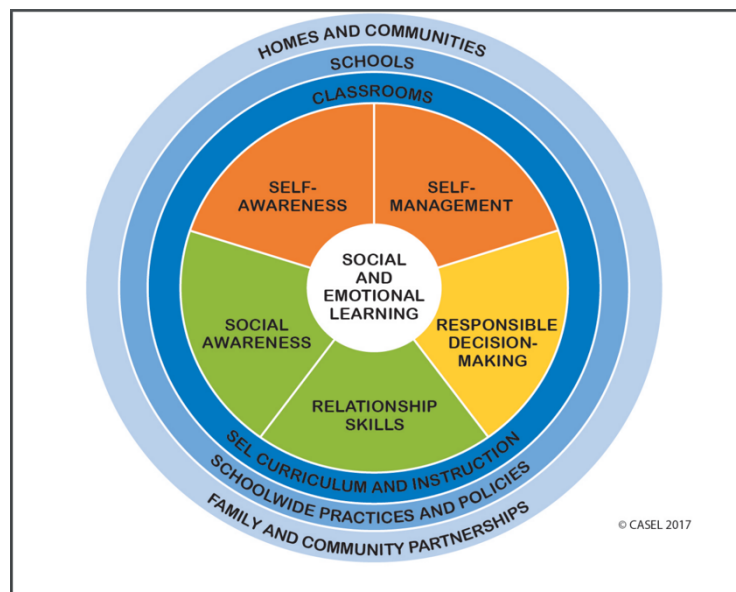
**Friendship:** What makes a friend? Is it what you like to do together? Do you have to like the same things? What makes you a good friend?



### Activity--- *Role on the Wall*.

Draw an outline of your head and torso on piece of plain white paper. On the outside of the outline write words or phrases that describe you. On the inside write how you would describe yourself. This can be done using physical attributes and facts or perceptions. Roll on the wall is a drama strategy that is often used for exploring characters. See David Farmer’s Drama Resource for more ideas on how to use this activity. <https://dramaresource.com/role-on-the-wall/>

**Social Emotional Learning:** James is a quiet boy who grows into being a leader, who cares deeply about people, is empathetic, and responsible. His motley crew ( Grasshopper, Centipede, Ladybug, Centipede, Earthworm, and Spider) learn to work together and become a family.

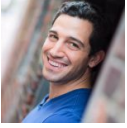


For more information on Social Emotional Learning and ideas for the classroom go to <https://casel.org/core-competencies/>



### Activity---Finding Evidence in the Play

Can you think of a moment when each of the characters helped the others? *Was it hard for them? Did they want to do it? What made them decide to try?*



Grasshopper \_\_\_\_\_

\_\_\_\_\_



Ladybug (Aimee Doherty) \_\_\_\_\_

\_\_\_\_\_



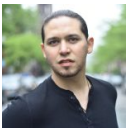
Centipede (Russell Garret) \_\_\_\_\_

\_\_\_\_\_



Spider (Cheryl Singleton) \_\_\_\_\_

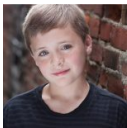
\_\_\_\_\_



Earthworm (Ricardo "Ricky" Holguin) \_\_\_\_\_

\_\_\_\_\_

James



\_\_\_\_\_

Cameron  
Levesque

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Brendan  
O'Brien

## CREATE: Questions for Social Emotional Growth

### Communication

*How do we use effective verbal and nonverbal communication skills to develop positive relationships? Why is it important to listen to others?*

*What are some problem-solving strategies we can use to solve everyday conflicts?*

### Respect

*How do you show respect for yourself, others, and the environment? How are we all unique?*

*What is a family?*

*How are families alike and different?*

### Emotions

*How do we show our emotions?*

*What does it look like to be...Happy? Sad? Mad? Worried? Scared? What can we do to make ourselves or someone else feel better?*

### Awareness

*What are my strengths and challenges?*

*What are my values and what are the values of others?*

*How have my experiences shaped who I am and who I would like to become? How can I support my personal goals and the goals of my peers?*

*How do my words and actions impact others?*

*What is around me and how can I become more aware of my surroundings?*

### Tattling vs. Reporting

*What is tattling?*

*How can you resolve a peer conflict? What is reporting?*

*What does it mean to be safe?*

### Empathy

*How can you identify with others' emotions or perspectives? How do your actions and words affect others?*

*How can you follow the golden rule (treat others the way you want to be treated)?*

## AFTER THE SHOW : What Did You See??

- What did the house look like? The garden? The inside of the peach? Was it like you imagined?
  - Have students draw pictures of the set and costumes as they actually appeared in WFT@BU's production of *James and the Giant Peach*. Then, compare these drawings with the pictures they made before attending the show or the illustrations in the book. How are they similar? How are they different?
- How were puppets used? Did the actors' voices match how you imagined the character's would sound?
- What did each character's costume tell you about them?
- How was music used in the play? Describe it, and the different sound effects that you heard. How did they help to tell the story?

## About the Overall Experience

- Have you ever seen a live stage show before?
- How was that experience like the one you had at WFT@BU?
- How was it different?
- What part of the show was the funniest? The most surprising?
- How did having a live audience add energy to the performance? Did you feel you were part of the experience of the performance?
- If you could be in the show, which role would you like to play?



*Puppet Designer Honey Goodenough and volunteers (Jodi Ekelchik, Dana Hopings, Andrew Olah, Tovah Falak, & Luiza Olah) show off two of the amazing puppets that will be featured in our production of *James and the Giant Peach*.*



## Post-Performance Discussion (thanks to Rob Barron at Two Beans Productions)

1. As soon as possible after the performance, engage your class in discussion about the show. Who were their favorite characters and why? Which were their favorite moments in the play? Compare and contrast the book and live performance, as well as other adaptations of the story they may have seen. Did the show meet their expectations? Why or why not?
2. The mysterious little man gives James explicit instructions on how to use the magic crystals, but James accidentally drops them, and they burrow into the ground, eventually affecting the insects and the peach.
  - What do your students think would have happened if James had been able to follow these directions?
  - Remember, the old man told James to put them in a large jug of water, add ten of his own hairs, and drink it all down.
    - How might have these additional directives have affected the outcome?
  - Discuss what happens when you skip an ingredient in a recipe-
    - How would sugar-less cookies turn out?
    - Or spaghetti sauce without spices?
    - Or lasagna without cheese?
  - To further illustrate the importance of following directions, you may wish to play “Mother May I” or “Simon Says” with your young students.
3. James is initially frightened of the large insects, but he soon realizes that they are friendly, and most of them are very useful to people. Review the creatures featured in James and the Giant Peach, and their duties:
  - Grasshopper an elderly insect who is also an acclaimed musician
  - Miss Spider catches pests in her web
  - Ladybird eats pests in farms and gardens

Can your students think of any other insects that are useful to humans? Your students may be surprised to learn that by listening to crickets, they can estimate the temperature in degrees Fahrenheit. They can count the number of cricket chirps they hear in 15 seconds and add 40 to this number. For example, if they hear 30 chirps in 15 seconds, the temperature is approximately 70 degrees.

4. James and the Giant Peach takes a few liberties with animal habits. In particular, it is noted that his parents were eaten by a rhinoceros. In fact, rhinos are herbivores: they eat only plant life - they would not have eaten human beings. Also, the insects are afraid that the sharks would eat the peach while it was floating in the ocean - sharks are actually carnivores: they eat only meat, and would not have eaten a peach (in addition, the position of their mouth in relation to their snout would forbid them from biting the rounded peach). With your class, brainstorm a list of animals and discuss whether they are herbivores or carnivores. Are some animals omnivores: do they eat both plants and animals? You may wish to assign a different animal to each member of your class to do research on.

## Cross-Curriculum Activities

### Geography

1. The Peach's Travels. James travels from England to New York City in the United States in this story. On a globe, locate England, and then find New York City. Trace James's path from Britain to the United States - what body of water did the peach cross over? With your students, plan other voyages for the peach - from England to Germany, Germany to India, India to China, China to Australia, etc. What countries, continents, and bodies of water are between the originating location and the final destination? Have your students describe the view from overhead - do they see deserts? Rain forests? Any physical landmarks like the Great Wall of China?

### Math

1. A Centi-what??? (introducing the metric system) The Centipede brags that he has one hundred legs (even though centipedes really only have 42). Your students may have heard of the prefix "centi" - as in "centimeter," which is 1/100 of a meter.

Your students' rulers are likely marked with feet/inches, as well as centimeters/millimeters. Have them measure classroom objects in feet/inches. And then in centimeters/millimeters - they should note both sets of measurements. After a while, they may be able to estimate how many centimeters something is, based on its measurement in inches, and vice versa.

### Language Arts

1. Postcards from a Peach. Have your students pretend that they are riding on top of the peach with James and his friends. Tell them to write a letter to their family or best friends about their experiences. They should describe how they felt when they met the creatures, the sensation of bobbing in the sea or flying through the sky. You may wish to have them create a postcard, with an illustration of their favorite scene from the play on the back. On the front they should be sure to use proper letter-writing skills (salutation, address format, etc.)
2. Bugs in a Peach Tree. Later in this study guide you'll find a crossword puzzle featuring the various bugs that rode inside the peach, as well as several other creepy-crawlies. Distribute this to your students. If you wish, you can assign each student, or group of students, a different creature to do research on - students should report on the duties of these bugs, as well as their physical characteristics as well as other interesting facts about them.

3. The five senses. When James crawls inside the peach, he uses his five senses to describe the experience: *the silence of the night outside, the pink-orange massiveness of the peach itself, the soft mouse-like fuzz on the outside and the stickiness of the inside, the sweet smell of the juice, and the luscious taste of it.*
  - Review the five senses: sound, sight, touch, smell and taste.
  - Have your students divide a piece of paper into five sections, one for each sense.
  - Assign them an object to describe according to each of the five senses, using adjectives. Food would probably work best - for sound they can describe the sensation of unwrapping it, or the sound that happens when they bite into it. Students should be as descriptive as they can - how would they describe a chocolate candy to someone who's never experienced it?

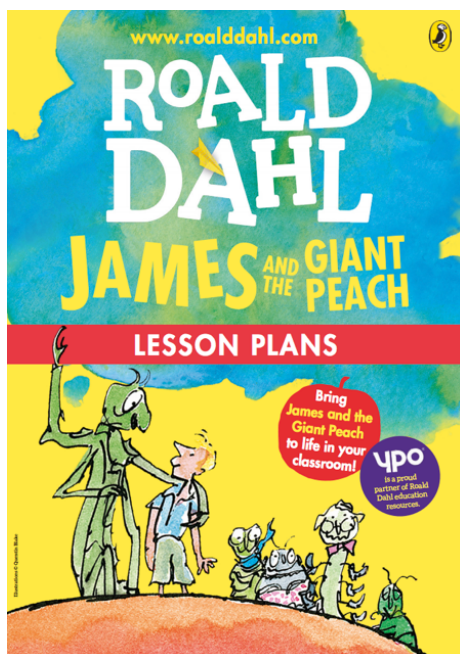
## Science

1. Will it float? (The Scientific Method) James and his friends are surprised (and relieved) to discover that the peach floats in the Atlantic Ocean. You can introduce your class to the scientific method by testing whether other objects sink or float.

The seven parts of the scientific method, as applied to a pencil, are as follows:

- Observation: Examine the pencil
- Question: Will the pencil float?
- Hypothesis (Educated guess): I think the pencil will sink.
- Experiment: Drop the pencil in a bucket of water.
- Analysis: Observe whether the pencil sank or floated.
- Conclusion: The pencil sank.

Your students can keep a chart of various classroom objects, writing down the object's name, the hypothesis, and the decision.



**MORE ACTIVITIES from the Roald Dahl website below**



### PLENARY:

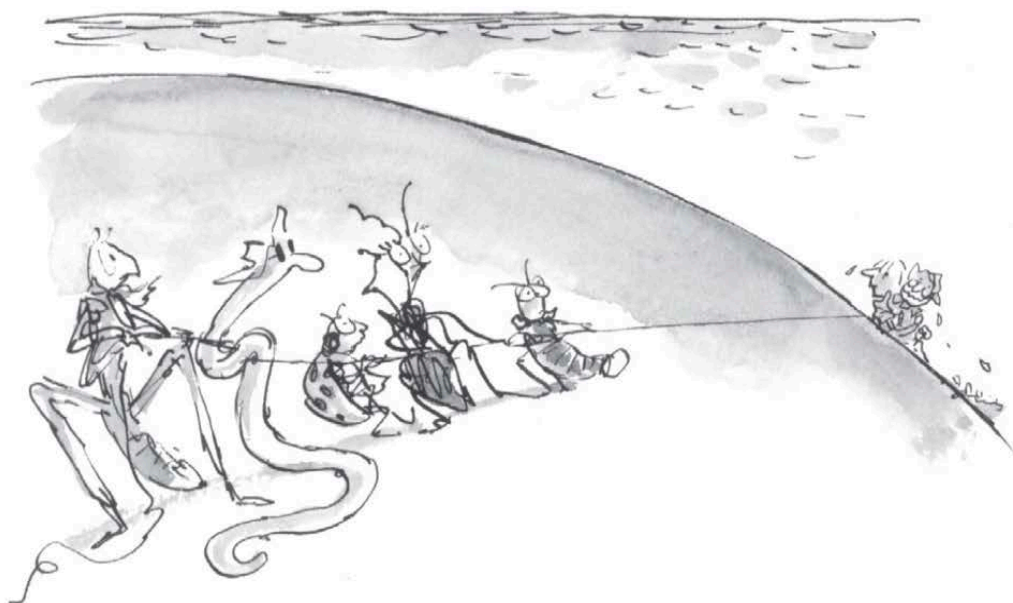
Pose the question: 'How are ramps useful in real life?' As a class, brainstorm as many different ramps as you can. Ideas might include a children's slide, a wheelchair ramp, a car inspection ramp, speed bumps, an ambulance ramp and a delivery lorry ramp. Look at photographs of some examples. Observe which ramps are steep and which are shallow, which are shiny and which have more grip. Can children suggest reasons for these differences by considering the purpose of each?

### EXTENSION TASKS:

#### SCIENCE AND MATHEMATICS:

Hold snail races across different surfaces, for example, concrete and grass. Draw a circle of equal circumference on each surface, place the snails in the centre of it, and time how long it takes for each snail to reach the outside of it. Did the snails travel more quickly on the concrete or the grass? Why?

N.B. Snails are easier to find at night, particularly in damp places. You can distinguish between different snails by gently placing a coloured sticker dot on their shell. Remember to release the snails where you found them once the experiment is complete.







**EXTRACT TWO:**

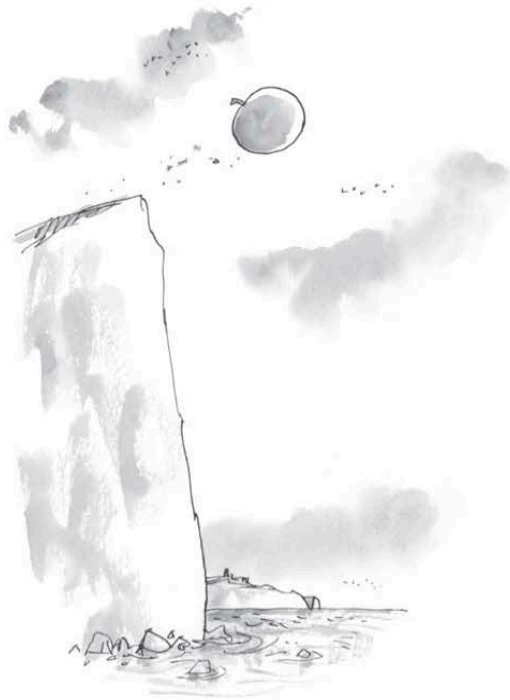
*from chapter 16, pp. 52-53 (174 words)*

But the peach rushed on across the countryside – on and on and on, leaving a trail of destruction in its wake. Cowsheds, stables, pigsties, barns, bungalows, hayricks, anything that got in its way went toppling over like a ninepin. An old man sitting quietly beside a stream had his fishing rod whisked out of his hands as it went dashing by, and a woman called Daisy Entwistle was standing so close to it as it passed that she had the skin taken off the tip of her long nose.

Would it ever stop?

Why should it? A round object will always keep on rolling as long as it is on a downhill slope, and in this case the land sloped downhill all the way until it reached the ocean – the same ocean that James had begged his aunts to be allowed to visit the day before.

Well, perhaps he was going to visit it now. The peach was rushing closer to it every second, and closer also to the towering white cliffs that came first.



# ROALD DAHL

## THE RUNAWAY PEACH



Today's mission is to investigate how to slow a rolling peach without stopping it altogether. How many different ways can you find?

Here are our ideas:

This is what we think will happen:

We think that the best way to slow a rolling peach is:

# ROALD DAHL

## THAT'S ABOUT THE SIZE OF IT



**Does size matter or is mass more important?**

Can you plan an investigation to discover whether it's the size of an object or its mass that makes it travel furthest? Put your little grey cells to the test!

What we need:

What we will do:

This is what we think will happen:

Here's what happened:

**BRAIN  
TICKLER**

*If a cannon ball as heavy as a block of flats was racing down the hill alongside James' giant (but significantly lighter) peach, which one would travel furthest? Why do you think this?*



## PREDICTION

I predict that ..... will travel the furthest distance because

.....

I predict that ..... will travel the shortest distance because

.....

## FAIR TESTING

To make sure the test is fair I will .....

.....

## RESULTS

The fruit that travelled furthest was .....

The fruit that travelled the shortest distance was .....

## CONCLUSION

I think the ..... travelled furthest because .....

.....

.....

I think the ..... travelled shortest distance because

.....

.....



# WHERE DO THEY LIVE?



Calling all young sleuths! Can you solve the mystery of where Aunt Sponge and Aunt Spiker live? Search for clues in extracts one and two.

Calling all young sleuths! Can you solve the mystery of where Aunt Sponge and Aunt Spiker live? Search for clues in extracts one and two.

1. In which country do Aunt Sponge and Aunt Spiker live? .....

.....

2. Which part of the country do they live in? .....

.....

3. What can James see from their house? .....

.....

4. In your own words, describe the landscape that the peach rushed through.

.....

.....

.....

5. What was the peach 'rushing closer and closer' towards? .....

.....

6. What is special about the cliffs? .....

.....

Using your answers, can you identify where in the country Aunt Sponge and Aunt Spiker live? Use an atlas and an internet search engine to help you.

I think Aunt Sponge and Aunt Spiker live in .....

.....

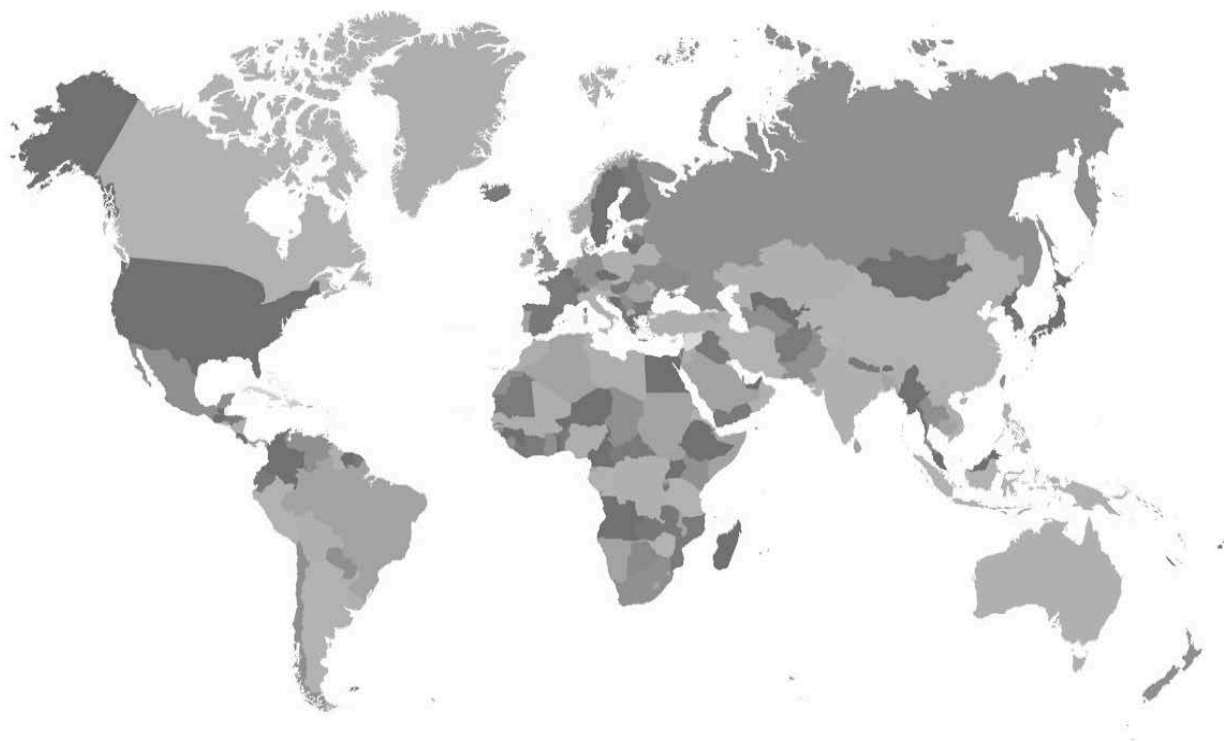
because .....

.....



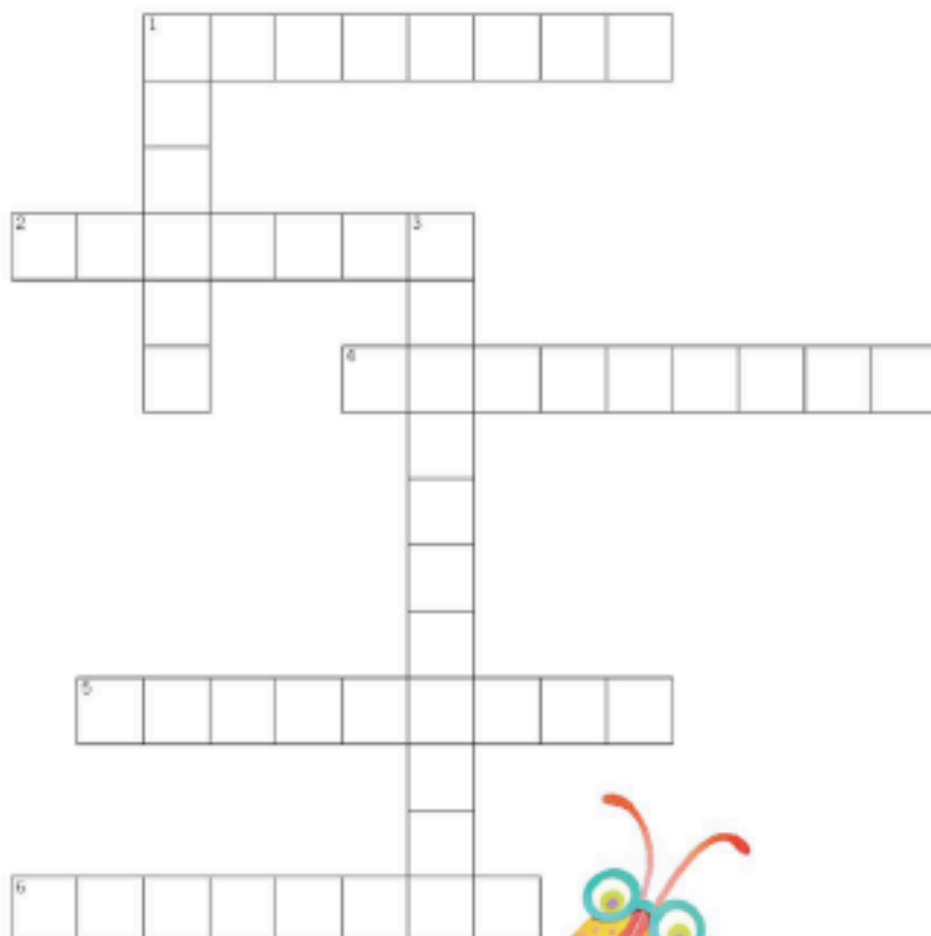
Here's what to do:

1. Using an atlas to help, complete the map with the names of the seven continents and five oceans. Which ocean did James and the others cross?
2. Now mark on the map the location and name of the capital cities of Great Britain and North America.
3. Now locate and mark the locations of Dover and New York City.
4. With your pencil, draw a line to show the journey the peach made from Dover to New York.



Name: \_\_\_\_\_

How well do you remember the insect characters in the book *James & the Giant Peach*?  
First, complete the riddles to the right. Using these clues, you can complete the crossword puzzle below.



**ACROSS:**

1. A tiny little worm is she,  
Well-mannered and well-bred.  
And if you ask her nicely,  
She'll spin her silky thread.

She is a \_\_\_\_\_

2. A scarlet shell is on her back,  
With several big black spots.  
Is it true that you can tell her age  
By counting all her dots?

She is a \_\_\_\_\_

4. A very wiggly fellow,  
He's fat and pink and blind,  
But which end is the front of him,  
And which is his behind?

He is a \_\_\_\_\_

5. He says he has a hundred legs.  
We know that isn't true.  
If you catch him, you can count them:  
He has only forty-two.

He is a \_\_\_\_\_

6. She has no wings to give her flight,  
And yet she still gets by.  
She is not a worm at all,  
But a lady firefly.

She is a \_\_\_\_\_

**DOWN:**

1. You must never kill this creature  
Or any of her ilk.  
She catches lots of nasty pests  
Within her web of silk.

She is a \_\_\_\_\_

3. An insect and a violinist,  
He pulls out all the stops.  
And when he isn't playing,  
He hops and hops and hops.

He is a \_\_\_\_\_



Illustration by Leo Morahan

## Other books by Roald Dahl

### For older students (Grades 3-6)

The BFG

Boy: Tales of Childhood

Charlie & the Chocolate Factory

Charlie & the Great Glass Elevator

Danny the Champion of the World

George's Marvelous Medicine

Going Solo

Roald Dahl's Revolting Rhymes

Matilda

The Twits

The Witches

The Wonderful Story of Henry Sugar  
and Six More

### For younger students (Grades 1-4)

Dirty Beasts

The Enormous Crocodile

Esio Trot

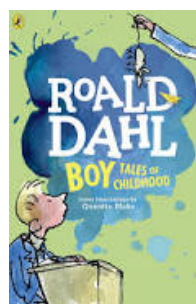
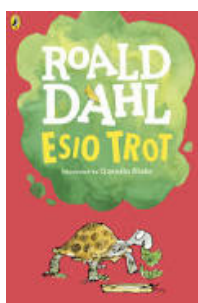
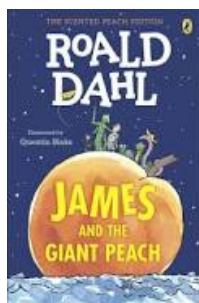
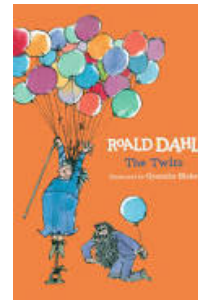
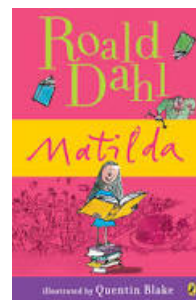
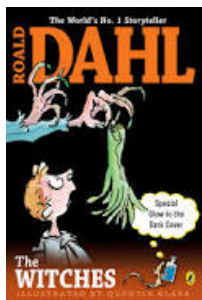
Fantastic Mr. Fox

The Giraffe and the Pelly and Me

The Magic Finger

The Minpins

The Vicar of Nibbleswicke





## Resources

Roald Dahl Fans: Teacher Ideas (more ideas on using “James and the Giant Peach” and other Roald Dahl books in the classroom)

<http://www.roalddahlfans.com/teachers.php#14>

Roald Dahl: The Official Website (additional information on Roald Dahl and his books, as well as online games)

<http://www.roalddahl.com/>

[https://www.roalddahl.com/docs/JamesLessonPlansV42\\_1524497901.pdf](https://www.roalddahl.com/docs/JamesLessonPlansV42_1524497901.pdf)

<https://www.roalddahl.com/create-and-learn/teach/teach-the-stories/james-and-the-giant-peach-lessons>

Links to Study Guides about the Book and Play:

<https://www.teacherspayteachers.com/Product/James-and-the-Giant-Peach-Novel-Study-Unit-193941>

<http://homeschool.chventures.com/free-james-and-the-giant-peach-study-guide/>

<https://www.youngpeoplestheatre.ca/schools/teacher-resources/james-and-the-giant-peach-study-guide/>

### Other Websites:

Going Bug-gy: Facts and Fun about Insects (teacher and student activities)

<http://teacher.scholastic.com/activities/bugs/>

Introduction to the Scientific Method

[http://teacher.pas.rochester.edu/phy\\_labs/appendix/appendix.html](http://teacher.pas.rochester.edu/phy_labs/appendix/appendix.html)

The Science Spot : Science Classroom (Introducing the Metric System)

<http://sciencespot.net/Pages/classmetric.html>