

## **TEACHERS NOTES**

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**TITLE: THE SPIES OF GERANDER**

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## INTRODUCTION

'Up here,' he said, 'to the north, this looks like the source of the Winns.' He rested his fingertips on a dark green oval and closed his eyes. 'It's a magical place,' he murmured. 'A deep mountain spring. The old folk say it has healing properties.' (p 27)

*The Spies of Gerander* is the second book in *The Gerander Trilogy*. It continues the saga of the triplet mice Alex, Alice and Alistair, and an orphan named Tibby Rose, who in Book One discovered that their lives had always been full of secrets, and that they were related to people they'd never even heard of.

In this sequel they continue on a journey in which the triplets not only find their parents Emmeline and Rebus who have been imprisoned for four years, but pursue a number of perilous journeys in their quest to assist FIG in its mission to free the people of Gerander from the evil yoke of the empire ruled by the ruthless Sourian Queen Eugenia.

Frances Watts has created an entertaining, fast-paced fantasy adventure which also canvases many issues which beset countries forced to live under foreign rule. She writes about the ambitions of imperialist powers, and the travails of those whose countries they invade. These adventurous mice had never heard of Gerander, but now see it as their destiny to return to the home of their forebears.

This is a funny, exciting, and moving account of how these intrepid mice confront and overcome obstacles and risk their lives, in their quest to find their way home to the country of their hearts.

## SYNOPSIS

'Every day the pounding of waves against the shore. Me, I like the whisper of the trees that grow alongside the Winns.' She gave a peculiar flute-like sigh. 'As much a whistle as a whisper, I suppose. Not everyone can hear it, but to me it's the most beautiful music.' (p 149)

In **Book One**, we met triplets Alex, Alice and Alistair who had lived with Uncle Ebenezer and Aunt Beezer in Smiggins, Shetlock since their parents Rebus and Emmeline had disappeared whilst on what was said to have been a short business trip. When, one night, Alistair too mysteriously vanished, Uncle Ebenezer had responded with dismay rather than surprise prompting Alex and Alice to suspect that there was more to their parents' disappearance than they'd been told, and to set off for Souris to search for their brother. Tibby Rose had lived far away with her grandpa Dr Nelson, and great-aunt Harriet, in Templeton, Souris, for twelve years since her mother Lucia and father had died. She'd led a very secluded life, until she stepped out her front door, one morning, and Alistair landed on top of her! They soon discovered that there was something odd about the way people greeted them and realised that it was because they were both ginger coloured. After a narrow escape from would-be attackers they decided to act on Alistair's desire to return to his family, and so the pair embarked on a journey home to Shetlock. Thus, two pairs of adventurous mice journeyed in opposite directions, and found themselves in various perilous situations. They also discovered the real history of the neighbouring country of Gerander, and that their lives were intimately bound up with its future. They became fugitives allied to FIG (Free and Independent Gerander) the resistance group fighting to restore sovereignty to the country of their ancestors.

In **Book Two**, although Zanzibar, the leader of FIG, has escaped, he is still at large, and his cousin Tobias is running FIG and has stationed it at the Stetson School. Feast Thompson and Slippers Pink meet up again with the triplets, Tibby Rose, Uncle Ebenezer and Aunt Beezer and take them to the FIG headquarters. There they meet Tobias, who assigns the triplets and Tibby with two separate missions. Alistair and Tibby Rose head off with Slippers and Feast, to find their parents imprisoned on Atticus Island, and Alice and Alex are sent to infiltrate Sourian headquarters. They find that the Sourians are planning to amass a great army to defeat the Gerandan rebels once and for all, and that they plan to take Shetlock from President Shabbles and make Cornoliana the capital of their domain. The triplets are eventually reunited with their parents, and with Zanzibar and Timmy the Winns, but know that there is still more to be done, in order to overcome their captors.

## THEMES

The themes and topics in this book include: **Fantasy and Fantasy Worlds, Power, Conflicts and Invasion, Rebellion, Prejudice, Refugees and Community Responsibility, Home and Heritage, Nations and Nationhood, Courage, Individuality, Friendship, Morality, Changes, and Emotion/Strategy.** [See also Related Activities and Discussion Points in Study Notes Below]

## WRITING STYLE

**Interpretation and Reading Comprehension** is also encouraged by this text which is enhanced by **drawings** which will stimulate both **Visual Literacy Skills** and **Creative Arts Activities.** [See also Related Activities and Discussion Points in Study Notes Below]

## AUTHOR MOTIVATION

**Frances Watts** says: "When I first started writing *The Song of the Winns*, I set out to write the kind of book that I loved as a child: something fast paced and full of adventure, with characters that I would get to know and love. A book which was funny but could also move me. I wanted it to be a BIG story, too, a story to make the reader think-about power and its exercise, about responsibility, about injustice (the book was fast becoming a trilogy!). As Uncle Ebenezer says, "All that is necessary for evil to prosper is for good mice to do nothing."

## AUTHOR BACKGROUND

**Frances Watts** was born in Lausanne, Switzerland, and moved to Sydney when she was three. After graduating from uni with a PhD she became an editor of children's books under her real name Ali Lavau. She spent nearly ten years working with some of Australia's most talented children's authors and illustrators before writing a book of her own *Kisses for Daddy* illustrated by David Legge. Their second collaboration *Parsley Rabbit's Book about Books* won the CBCA Eve Pownall Award and their third book *Captain Crabclaw's Crew* was published in 2009. She has also written a series of junior novels about Extraordinary Ernie and Marvellous Maud with illustrator Judy Watson.

For more information see her website <<http://www.franceswatts.com/>>

## STUDY NOTES

**The following activities and discussion points** relate to the **themes, writing style** and to other curriculum areas such as **Interpretation and Reading Comprehension, Visual Literacy** and **Creative Arts.**

### A. THEMATIC ACTIVITIES AND DISCUSSION POINTS:

- **Fantasy and Fantasy Worlds**

**Activity:** **Fantasies are based on creating a credible 'world'**, and in this series there are three neighbouring countries: Souris (within which lies the town of Templeton, where Tibby Rose lives); it is situated north of Shetlock (within which lies Smiggins, the town where the triplets live); and somewhere in between is Gerander (controlled by Souris). At the beginning of the book, there's a map of the terrain.

**Activity:** Copy the map and invite students to mark on it the places the mice visit.

**Activity:** **Fantasy worlds also need to be based on a clear historical timeline, and to place the characters in that timeline.** Queen Cornolia ruled over the kingdom of Greater Gerander but on her deathbed she wanted to leave it equally to her triplets (pp 178-9) so she divided the country into three separate lands – Souris, Shetlock and Gerander. This arrangement worked for awhile, but her grandson King Erandus of Souris invaded Gerander and forced its King Martain into submission (p 27). Queen Cornolia's great-great-granddaughter Queen Eugenia is now the powerful ruler of Souris and of the oppressed Gerander, and has her sights set on Shetlock, as well. The main characters in this novel are all descended from the Gerander line. Uncle Ebenezer

has told the triplets that Raskus who was their grandfather was a Gerandan who asked him and their father Rebus to continue the fight. Their mother Emmeline was born there too, and fled as a child. General Ashwover rules Gerander on behalf of Queen Eugenia. Zanzibar is a descendant of the triplet who rightfully ruled Gerander, and has a missing brother and sister as well. In this second novel we discover that Timmy the Winns is his brother, and that Emmeline (the mother of the triplets) is his sister, so that the triplets are delighted to discover that they are related to two of their heroes!

*Activity:* Draw a timeline of this history, and of the family tree of the triplets and of Tibby Rose and how the events and people in the novel fit into both. By the end of the novel you know a lot more about the connections between these characters. [You may need to wait for the third book to be able to complete this exercise.]

**Fantasies also often relate strongly to real issues in our own real world.** For example:

- **Power, Conflicts, and Invasion**

*Discussion Point:* Since Gerander was invaded by Souris, under the pretence of offering them aid after an earthquake, the underground resistance group FIG (Free and Independent Gerander) have been attempting to free their country. Discuss the morals attached to one country exercising its power over another by invading it.

*Discussion Point:* Discuss the meaning of certain words in times of conflict. Invite students to write one sentence explaining the meaning of the following words:

Sabotage	
Treachery	
Rebellion	
Betrayal	
Refugee	
Invader	
Hostage	
Traitor	
Victim	
Enemy	

*Discussion Point:* Gerandans are in conflict with Sourians. What words would Sourians use to describe Gerandans, and what words would Gerandans use to describe Sourians?

*Discussion Point:* Ebenezer is furious when he learns that Tobias has sent Alistair and Tibby Rose on a secret mission, and even more incensed when he says he has a mission for Alice and Alex as well. He questions why he would risk the lives of children, to which Tobias answers: ‘But the needs of the many – ‘Outweigh the needs of the few,’ Ebenezer finished.’ (p 51) Is it right to risk lives in the pursuit of a worthy cause? And should children be amongst those lives?

*Discussion Point:* ‘Most Gerandans are grateful for our presence; they understand that their country is too poor and backward to survive without Sourian strength and organisation. But there are always a few bad apples, I suppose’ (p 156). Those in power often pretend that the people they have invaded are content with their rule. Compare Captain Scorpio’s statement with similar statements made by ruling powers today.

*Discussion Point:* Another way by which invaders maintain power is that they denigrate the achievements of the culture they have suppressed. ‘Just goes to show how backward the Gerandans are,’ sneered the guard on

her left. 'In Souris, if a building gets old we knock it down and build a new one.' (p 161) Encourage students to read media coverage of conflicts and to see how often the invader expresses its power in terms of its 'superiority' as a culture.

- **Rebellion**

*Activity:* Alistair is determined to play his part in the conflict: 'it was also exhilarating to think that they were all members of FIG, and all here to play a part in liberating Gerander.' (p 15) Discuss freedom fighters and groups which have fought to free their countries such as the East-Timorese Resistance or the Red Shirts in Thailand.

- **Prejudice**

*Discussion Point:* Nations often attempt to turn their citizens against their 'enemies', which often leads to people of different colour or ethnicity being ostracised. Alistair and Tibby have ginger hair which is a distinctively Gerander characteristic. (Alex and Alice don't have it due to it being a 'recessive gene' likely to be dominated by brown.) Tibby discovered in Book One, that her grandpa and great-aunt had had a good reason to hide her, for her ginger colour was an instant sign that she was a Gerandan, too. This sort of prejudice has been exercised in many conflicts (e.g. in WWII when the Jews were hidden away from the Germans). Is such prejudice confined to war time? Is there prejudice in Australian society, for example?

- **Refugees and Community Responsibility**

*Discussion Point:* How responsible should we be for our neighbours? Billy Mac initially wants nothing to do with Alistair and Tibby because he fears for his own life. This issue could also be related to that of 'boat people' which continues to arouse political controversy in Australia. Discuss.

*Discussion Point:* 'All that is necessary for evil to triumph is for good mice to do nothing.' (Book One, p 31) Discuss.

- **Home and Heritage**

*Discussion Point:* A home can be a physical place or a spiritual connection to a place you've lived in, or have some connection via your ancestry. The triplets have never seen Gerander but feel a bond with it. Do you feel a connection to your home or to a home you have left? Discuss.

*Discussion Point:* The secret tunnels and the source of the Winns are magical connections for the triplets to their heritage. The words of 'The Song of the Winns' remind us that just as our spine is our centre, our blood connects us to our families, and the river which flows through a country has the same connecting role. Explore this concept by discussing with students first, the interconnection in the **body** between spine, head, heart, and mind; in **families** between genetic features, shared history, and memory; in **countries'** topographies, rivers can be a lifeblood (e.g. The Mekong River which flows from the Tibetan Plateau, and runs through China's Yunnan province, Burma, Laos, Thailand, Cambodia and Vietnam; the Murray River which flows through NSW, Victoria and South Australia; the Amazon River in South America; the Yangtze River in China; the Nile River in Africa and Egypt).

- **Nations and Nationhood**

*Discussion Point:* 'Sometimes,' Keaters said solemnly, 'I think the world would be a better place if we didn't think in terms of Gerandan or Sourian or Shetlocker. What's the difference between any of us, really? We're all mice.' (p 223) Discuss.

- **Courage**

*Discussion Point:* Both sets of mice evince great bravery in this second book. Have they become braver due to their determination to find their parents, or to free Gerander, or both?

- **Individuality**

*Discussion Point:* Despite being triplets, the three mice are very different. Take the **character chart** you drew up for **Book One**, and then add to it, and discuss the differences and similarities between each of the triplets and the other characters.

- **Friendship**

*Activity:* In each book, the young adventurers seek help from each other and from those who befriend them. Tibby has survival skills, whilst Alistair has knowledge and strength; Alice is clever and Alex is outgoing and engaging; they also find help from various people. Give examples of the times when one needs the help of another?

- **Morality**

*Discussion Point:* Alice is surprised at how kind the Sourian Captain Scorpio is, despite his determination to wipe out Gerandan rebels. 'Was it possible for someone to be good and bad at the same time? Alice wondered.' (p 160) 'But if the members of FIG *were* ruthless, would they be the kind of mice he would want to fight alongside? Surely a good heart was important too?' (p 312) Discuss.

*Discussion Point:* 'Sometimes people are left no choice but to betray someone in order to save either themselves or their loved ones. 'He gave them what they asked for,' Zanzibar agreed. 'But no more than that. And he sent you to me, knowing you could lead me to safety.'(p 311) The blurred edges of action in crisis are explored in this plot in which Tobias has to leak information in order to save his own son. 'To have to choose between the needs of your country and the life of your child ... Some sacrifices are just too great.'(p 311) What would you do in a similar situation?

- **Changes**

*Activity:* One of the crucial challenges the triplets and Tibby face is that the world they knew has totally changed. 'Do you think they'll have changed?' Alice asked in a small voice. Ebenezer, serious now, said, 'Four years in an enemy prison would change anyone. But you know, my dear, I think we will all have to get used to a great many changes now. Why, look how much you four have been through in such a short time; I'm sure your experiences will have changed you in many ways.' (p 4) Discuss the way challenges in life change one's attitudes and even personality. Encourage students to discuss how changes in their lives have affected them.

- **Emotion/ Strategy**

*Discussion Point:* 'That's the hardest part about the kind of struggle we're engaged in – learning when to think with your heart and when with your head.' (p 277) Discuss.

## **B. WRITING STYLE ACTIVITIES AND DISCUSSION POINTS:**

- **Alternate Narratives and Suspense**

*Discussion Point:* **The story is told in alternate chapters** (like the first book in the series) about Alice and Alex's journey, and Tibby and Alistair's journey. This has the effect of creating **suspense** as the reader switches between these two stories. You might like to write stories in pairs in the classroom and see how you maintain that sort of suspense. You might also identify and read other stories which employ this technique.

- **Literary Reference**

*Activity:* Alistair is a bookworm so every time he and Tibby Rose embark on another adventure he mentions a relevant book to her. When they are about to cross from Souris to Gerander, they have to elude the Queen's Guards, so he mentions Shakespeare's play, Macbeth, and the scene where Great Birnam Wood comes to Dunsinane (p 94); they disguise their sled in branches and pretend that they are a runaway tree! 'All for one

and one for all, right?' 'Right,' said Alistair, smiling weakly as he recognised the quote from *The Three Musketeers*, one of his favourite books, which he had lent to Tibby Rose.' (p 227) Make up a list of other literary adventures which might relate to this novel and series. Share some of them in class too.

**Activity:** Write an adventure story modelled on the sorts of adventures experienced by the characters in such classic and contemporary adventures.

- **Mystery/Adventure Genre**

**Activity:** The **Mystery Genre** relies on **devices** such as **hints, clues, false identities, secrets, disguises, red herrings, coincidences, security leaks, secret missions, survival skills, codes, forged letters, camouflage** and **double agents**. Choose **key quotes** such as the ones below which represent these devices in the novel:

MYSTERY DEVICES	
<b>Hints</b>	'As they soared above the school, Alistair caught sight of Tobias. To his surprise, the marmalade mouse wasn't walking back to his office. He appeared to be heading towards the road – at a run.' (p 288)  'But he seemed to know so much about me.' 'Mm,' agreed Slippers Pink, her lips a tight line. 'I'd love to know where he's getting his information.' (p 253)
<b>Clues</b>	'Was it really possible that his mother had knitted a map of the secret paths into the scarf she had given him just before she left on her last mission?' (p 7)
<b>False Identities</b>	'And I bet we'll learn the art of disguise,' said Alex. 'I could have a limp.' He began to drag his right leg behind him.' (p 71)
<b>Secrets</b>	'Alistair still thought the biggest shock he had ever had was finding out that he and his brother and sister were actually Gerandan, and that his whole family had been involved in the struggle to free their homeland from the Sourian occupation. He felt as if he'd had a whole new identity thrust upon him.' (p 5)
<b>Disguises</b>	'Solomon is in charge of your mission. And to begin with, he is going to help you to construct your new identities.' (p 68)
<b>Red Herrings</b>	'Solomon Honker was Songbird.' (p 289)
<b>Coincidences</b>	'But what about the dirigible?' Alice asked. 'Isn't it strange that it just happened to be flying around in the same patch of sky that we were?' 'Another coincidence.' Alex's voice was growing fainter.' (pp 158-9)
<b>Security Leaks</b>	Tobias confesses to the triplets that there has been a leak at the highest level. (pp 25-6) 'We have to face the fact that no FIG operation will be safe until that leak is plugged,' Slippers said.' (p 276)
<b>Secret Missions</b>	'You will take on the identities of two Sourian orphans, and you will be sent to Gerander to work as servants in the palace in Cornoliana.' (p 52)
<b>Survival Skills</b>	'Tibby, can you teach me how to build a sled?' (p 58)
<b>Codes</b>	'I'm hoping you might agree to become one of our code breakers.' (p 67)
<b>Forged Letters</b>	'It's a forgery. A good one, I hope.' (p 128)
<b>Camouflage</b>	'She saw the logic in choosing a sky-blue balloon for a cloudless day.' (p 133)
<b>Double Agents</b>	'But what I'll bet he didn't tell you was that he joined in order to spy on us.' (p 252) 'Wow!' exclaimed Alex. 'So that makes you like a double agent.' Solomon Honker was amused. 'I suppose I am.' (p 296)

*Discussion Point:* Mysteries rely on rapid changes in perspective on who is the evil genius. ‘Which leads us to the most important question,’ Alex said. ‘Who’s the traitor? Who’s Songbird?’ (p 264) ‘Solomon Honker was Songbird.’(p 289) ‘He’s not just missing his son – his son is missing!’ Alice burst out as the pieces fell into place. ‘It’s Tobias – he’s Songbird!’ (p 297) Did you guess who Songbird was?

*Discussion Point:* Alex suggests some possible disguises (p 71). What other disguises can you think of?

*Discussion Point:* In order to infiltrate the Sourian headquarters, Alex and Alice (who are from Smiggins) are told by their teacher Solomon Honker to become Raz and Rita from the town Tornley (pp 72-3). How difficult would you find it to pretend to be someone else? Have fun creating a false identity. Then play a game in which someone interviews you and tries to trick you into revealing your real name and origin.

*Discussion Point:* On pp 73-4 Solomon Honker shows them a map of the neighbouring countries Shetlock, Souris and Gerander. Compare this description to the map drawn at the front of the book.

- **Journey or Quest**

*Discussion Point:* The **Journey or Quest** is a motif used in this series and in other narratives. While Alistair and Tibby fly with Oswald the owl, and then are attacked by eagles, and stranded in snow covered terrain they are forced to cross the Cranken Alps and a fortified border in order to reach Gerander and Atticus Island. Meanwhile , Alex and Alice are sent on a mission undercover to pose as Sourian orphans servants in the palace of Cornoliana, the capital of Gerander, and headquarters of the Sourian Army there. They are flown by hot air balloon (envelope) by Claudia. Use the table to identify the stages of the journey as outlined below. (You may add rows to allow you to include all the obstacles, foes, etc.)

<b>STAGES OF JOURNEY</b>	
<b>Catalyst for Journey</b>	
<b>Embark on Journey</b>	
<b>Meet Adviser(s)/Helper(s)</b>	
<b>Encounter Foe (s)</b>	
<b>Encounter Obstacle(s)</b>	
<b>Final Conflict</b>	
<b>Journey Home</b>	
<b>Resolution</b>	

*Activity:* Journeys always have **heroes** as protagonists. The four mice are the **heroes** in this journey. What qualities make a hero? The triplets are said to be ‘Brave, resourceful and capable’. What other qualities do they demonstrate? Choose one of these four characters and choose a scene in the novel where they evince any one of these qualities.

*Discussion Point:* One trope of such a journey is to include **siblings who are twins or triplets** who therefore fulfil various functions. These three are said to have three qualities (brave, resourceful and capable). These qualities seem to oscillate as they proceed in their adventures. Is any one of them representative of any one quality in particular?

- **Names**

*Activity:* Frances Watts has had lots of fun coming up with names for people and places in the series, e.g. Tobias, head of FIG and cousin to Zanzibar; Solomon Honker, the teacher; Flanagan, Tobias’s over-protective assistant; Celestine, the code-breaker; Skinny Jim; Wilbur John Bullwinkle-Fotheringham the Third, the inmate of the Soothing Springs Retreat; Althea and her cousin William Mackerel (Billy Mac); the Queen’s Guards Goodley, Longnose and Captain Scorpio; Lester; Wooster; Fiercely Jones, the gardener; Keaters; Songbird; and Ringbark. Have some fun naming places and people for the story you write above.

*Activity:* Lester tells Alex and Alice the palace gardens need to be ‘replanted with only purple flowers. That means hyacinths, lilacs ... I wonder if it’s too late to plant wisteria? Violets, lavender ... I think cornflowers can pass for bluish purple, don’t you? Asters, clematis, crocuses, hydrangeas ... Petunias, verbenas, pansies, peonies ... Geraniums and zinnias. Got that?’ (p 182) Ask your students to find the names of any other purple flowers. (There are several websites which will help them answer this question.)

- **Series Writing**

*Activity:* This is the second in a trilogy. How do you think the series will develop? What clues hint at what might come next? Write your imagined outline or synopsis for the sequel to this book.

- **Author Study**

*Activity:* Study Frances Watts’ other works and discuss and compare her writing style.

### **C. INTERPRETATION AND READING COMPREHENSION ACTIVITIES AND DISCUSSION POINTS:**

- **Comprehension Quiz**

1. What relationship has Tobias to Zanzibar?
2. Who is Flanagan?
3. What sort of garden does Fiercely Jones instruct Alex and Alice to create?
4. Where were Emmeline and Rebus imprisoned?
5. Who is the chief of Queen Eugenia’s army?
6. How did Slippers and Alistair gain entrance to Atticus Island?
7. Who took Alex and Alice into Gerander in the hot air balloon?
8. What did the palace cook tell Sophia she was baking in the oven when Alex and Alice were hiding in it?
9. Who is in the prison cell when Alistair reaches Atticus Island?
10. How do Alistair and Tibby manage to cross the Cranken Alps?

Answers: 1. Cousin. 2. Assistant to Tobias. 3. One made of purple flowers. 4. Atticus Island. 5. General Ashwover. 6. Via a secret tunnel under water. 7. Claudia. 8. Slow-roasted pumpkin confit.. 9. Keaters. 10. They make a sled out of branches and snow shoes out of feathers.

### **D. VISUAL LITERACY AND ILLUSTRATION ACTIVITIES AND DISCUSSION POINTS:**

- **Covers**

*Activity:* Covers need to convey a lot about a book’s contents. Design a new cover for this book.

- **Draw a Mouse**

*Activity:* Learn how to draw a mouse. [How To Draw a Mouse in Four Steps’ <<http://tfc.howstuffworks.com/family/how-to-draw-a-mouse.htm>>] Compare your mouse to the ones David Francis has drawn. What are the differences? How has he made his mice so lifelike?

- **Comic Strip**

*Activity:* Create a one page comic strip (or graphic novel) version of any incident in this novel. Use varied formats in the design of each strip, speech balloons, think bubbles, captions and sound effect, to create effects. [See Chinn, Mike *Writing and Illustrating the Graphic Novel* London: New Burlington Books, 2006.]

#### **E. CREATIVE ARTS ACTIVITIES AND DISCUSSION POINTS:**

*Activity:* Tibby loves the idea of adventure and has studied the explorations of her namesake the adventuress Charlotte Tibby. So, in every situation she is able to think of a solution eg Making the sled and snowshoes. Read Con and Hal Iggulden's *The Dangerous Book for Boys* and *The Dangerous Book for Girls*. **Then have fun in the classroom creating 'adventurous' survival activities.** eg Learn about tying knots; or creating a temporary shelter; or finding emergency food or water.

*Activity:* Create a **Classroom Display** with some of the stories and pictures you've created, inspired by *The Gerander Trilogy*.

*Activity:* **Design a poster advertising the objectives of FIG.** (Look at other images of such freedom movements to give students some idea of the slogans used, and the messages to be conveyed.)

*Activity:* **Create a model of the Queen's Palace** based on the descriptions in this book.

*Activity:* **Design a menu** for the 'six-course dinner' (p 229) which the cook is instructed to make for General Ashwover's guests.

#### **CONCLUSION**

*'Wherever the Winns takes me, that's where I'll be,  
For me and the Winns will always flow free.'* (p 327)

*The Spies of Gerander* is the second book in a trilogy which leaves the reader with many unanswered questions.

The triplets have succeeded in finding their parents again.

They've also found Zanzibar, who proves to be their uncle, as is Timmy the Winns.

But will we discover who Tibby Rose's father was?

Is Tobias a hero or a traitor?

And will the triplets succeed in freeing Gerander?

All will be revealed in the third and final exciting instalment of *The Gerander Trilogy*!