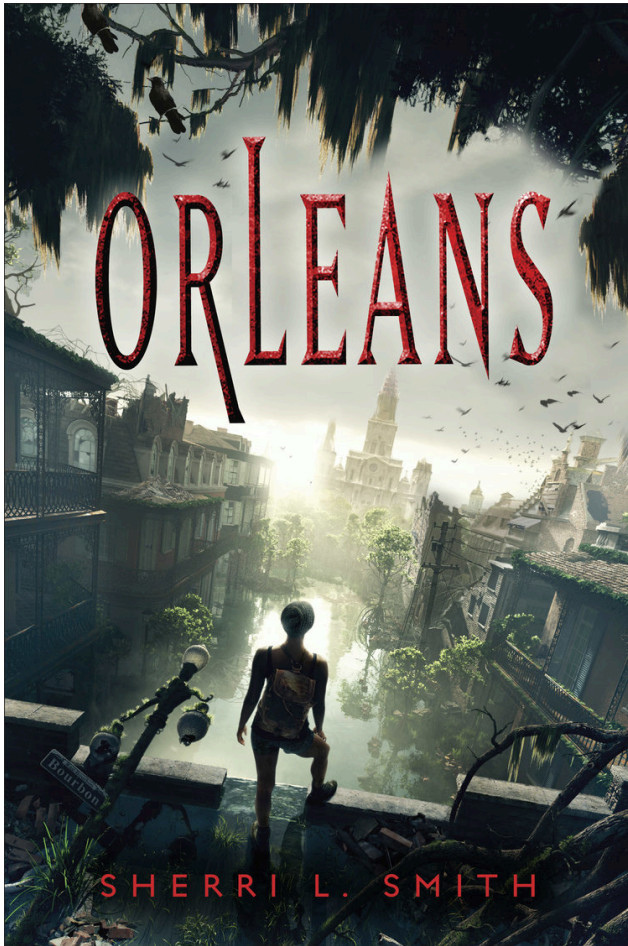




1. Character list

Fen: main character, spent whole life in the south. O positive blood type. Takes care of Lydia's baby after she passes early on in the book. Is essentially a tour guide for Daniel in Orleans.

Daniel: Another main character, a Middle aged man from the north side of the wall. going down to the south to try to cure delta fever. Accidentally created an even stronger variant of Delta Fever that would kill everyone with the fever within 24 hours. Stays with Fen for the second half of the story.

Enola: Lydia's baby. Fen is trying to save her and show her a better life.

AB's: Another blood tribe where the delta fever affects them much harder. Extremely territorial in Orleans crazed people from the delta fever. Biggest Tribe in Orleans.

Blood Hunter: People who have been extremely affected by the delta fever and are constantly hunting for new blood. Will capture people and turn them into blood slaves. Constant antagonist throughout the book.

Ms. Gentill: had her own sanctuary for children that were lost. Deceiving Children into thinking they have a home then selling them into different types of slavery.

Lydia: Leader of the tribe O Positive tribe that has the baby. Fen looks at her as a parental figure.

2. Questions students in small groups or a whole class could discuss, divided by sections of the book.

How did Lydia's death change Fen's personality?

How did Mama Gentile define Fen's character?

Is this possible in Today's society?

Do you think it was smart of Daniel to hide the vial from Fen?

Is this possible in today's society?

3. A list of writing assignments students could engage in after finishing the novel. Can these assignments be "public writing?" Can/how should they use ChatGPT?

I believe that they can use chat gpt to create stories about a similar society or continue to the orleans story and use chatgpt to get more information. They could use ChatGPT to create a simulation of something similar happening in their town or where they are from. They could also use an AI photo generator to create visuals for this book. Having the AI create a map from this book to give the readers an idea of what the city would look like with all the book's implications. Creating characters with the AI photo generator would also help. Putting faces to characters would help the readers get more invested and able to think about it more in their head.

4. Several suggestions for additional research students could engage in to further the understanding of climate / climate justice related issues in the novel.

Explain the difference between each blood type and why it would be important during a climate crisis.

The increased intensity of the hurricanes and natural storms.

The loss of plant life on the coast with the acidification of the oceans.

disease/how diseases spread also past pandemics around the world.

5. Additional materials teachers could add to the teaching of the novel that would help students more deeply understand the climate dimensions, such as films, websites, scientific information, essays, news articles, etc.

Do some research on hurricanes and storms that happen down there.

<https://www.c2es.org/content/hurricanes-and-climate-change/> Is a article that explains how the increase in global temperature will increase the intensity and severity of hurricanes.

<https://www.theguardian.com/us-news/2015/aug/16/hurricane-katrina-new-orleans-looting-violence-misleading-reports#:~:text=It%20just%20became%20very%20unnerving,would%20take%20years%20to%20prosecute.>

This article talks about after hurricane Katrina how quickly the tides changed on the governing presence. How quickly things can change after a major weather occurrence. This article points out a similar scenario that is happening in the book Orleans.

This article explains why louisiana is really impacted by climate change the area that the state is at causes a lot of rainfall and that has made it so some places in Louisiana are below sea level

https://www.nola.com/news/environment/heres-why-louisiana-is-so-vulnerable-to-climate-change/article_a078c9d2-0bc2-11ee-91a5-676ad0ad1c52.html

this is a article from washington post talking about the rising coastlines from rainfall and hurricanes

<https://www.washingtonpost.com/climate-environment/interactive/2023/new-orleans-sea-level-hurricane-wetlands/>

6. Several social action activities students could undertake to educate others about climate change or make a difference as their school or community address mitigating (reducing greenhouse gasses) or adapting to climate change.

As the teacher, starting a club inside the school would help a lot of students become interested and want to take action. Coordinating events and meetings to educate the students about climate change more in depth. An event that could teach students how to write letters to senators, congressmen and other political officials. Students could also start this club in highschool and coordinate events that educate the public on climate change, not just people already interested in it.

7. A list of links to teaching or other potentially resources online about the same novel with a brief, perhaps one sentence, explanation of the resource.

<https://www.audible.com/pd/Orleans-Audiobook/1799907457> This is the link for an audio book version.

some additional movies about climate change are and inconvenient truth by Al gore

2040 shows what could happen in the future with our environment

Kiss the ground shows some possible ways we can combat climate change

8. Other teaching ideas or resources?

Act out some scenes that students think had the most effect
Have an audiobook to have the class listen to. The audiobook does a great job talking in the intended dialect. It can be difficult for some readers to flow through this book with the style of writing.