Hannah and the Hurricane

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Summary
Hannah helps Mr Duval take people to the coral reef in his glass-bottomed boat. A rich man with a glass-bottomed boat tries to put Mr Duval out of business. One day, there’s a hurricane which destroys the rich man’s house and Hannah saves him. All she asks in return is for him to stop the battle with Mr Duval.

Pages 1–5: Hannah is a young girl who helps Mr Duval. He has a glass-bottomed boat and takes tourists to see a coral reef. Max, a rich man, has another glass-bottomed boat and his fees are lower than Mr Duval’s, so he’s putting him out of business. Mr Duval cannot offer Hannah a job any more. Max wants to buy Mr Duval’s boat but Mr Duval refuses to do so.

Pages 6–10: One day, Mr Duval sees his boat under the sea. Hannah wants to see Max, but Mr Duval tells her to go to his house because a hurricane is coming. The hurricane hits the island. Hannah and Mr Duval are in his house and they’re safe. When it’s over, she goes to Max’s house and finds him under stones.

Pages 11–15: Hannah helps Max out and saves his life. He wants to thank her and she asks him to buy Mr Duval a new boat so that both can work peacefully.

Background and themes

Cooperation and solidarity: We can accomplish much more when we get help from others.

Fears: We need to face our fears to overcome them.

Ecology: Nature suffers when we do not have a nature-friendly attitude. We can destroy our planet.

Courage: It is shown only through actions.

True values: These are shown when times get hard.

Money: Even though some people overvalue it, it cannot save your life.

Discussion activities

Pages 1–5

Before reading
1 Predict: Ask students to look at the cover and the title.
   What can you see? Where does the girl live? Is that the girl’s house? What is she wearing? Why? Is this a happy story?
   Have students take down notes of their predictions so that they can go back to them once they finish reading.

While reading
2 Predict: Stop at page 1 and have students predict what is going to happen. These options can help students:
3 Guess: Ask students to look at the pictures on pages 1 to 5.
   What is the story about? Is Hannah good? What about the old man and the young man?

After reading
4 Check: Ask students to go back to their predictions in activity 2. Were they right?

Pages 6–10

While reading
5 Find words: Have students complete the table with words that refer to good and bad things in relation to Hannah’s life.

<table>
<thead>
<tr>
<th>GOOD</th>
<th>BAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>safe</td>
<td>hurricane</td>
</tr>
<tr>
<td>destroy</td>
<td></td>
</tr>
</tbody>
</table>

After reading
6 Check: Have students go back to their predictions in activity 2. Were they right?

Pages 11–15

After reading
7 Write: Ask students to make a list of important words in the story. Then they write the story in no more than 100 words.

8 Mime: Ask students to work with the list of important words. Divide the students into groups. One of the members chooses a word from the list and mimes it to the rest of the group. The others have to guess the word.