

# Scribblers Festival



*Teacher Resources*

**IDEAS FOR YOUR CLASSROOM**

**YEARS 4-6**

**THURSDAY 15 SEPTEMBER 2022**

YEARS  
4 – 6  
15  
SEPT

# THURSDAY



FESTIVAL MARQUEE  
SUBIACO ARTS CENTRE

## KNOWING ME, KNOWING YOU

9.50AM – 10.35AM

ABBA, loyalty, honesty and roller skating are all covered in **Julia Lawrinson's** latest coming of age novel, *Mel and Shell*. Set in 1979 and unfolding through a series of letters from Shell to her 1829 pen pal Mary, the novel explores the threads of friendship and change. Julia shares the fun she had stepping back to a time when Dancing Queen ruled the airwaves and rollerskates were the ultimate fashion accessory.

### CURRICULUM LINKS:

**English:** epistolary novel genre (letter writing), features in literary texts, character development, explore how the setting shapes events and influences the mood of texts.

**History:** colonial settlement, the impact of colonisation on Aboriginal and Torres Strait Islander people's lives, primary and secondary sources, continuity and change.

### Cross-Curricular Priorities:

Aboriginal and Torres Strait Islander histories and cultures.

**Themes:** friendship, family, bullying, Australian history, racism, belonging.

## #HEALTHHERO

10.45AM – 11.30AM

*Aussie STEM Stars* is a narrative non-fiction series exploring the lives of our world-leading scientists and inventors. Author **Deb Fitzpatrick** shares the amazing life story of Dr. Ajay Rane, who despite spending most of his early life in a poor village in India, went on to become a global champion of women's health. Join Deb as she unpacks the research that went into this book.

### CURRICULUM LINKS:

**English:** biographical writing, features of literary texts, purpose and audience, texts and the contexts in which they are used.

**Science:** nature and development of science, use and influence of science, scientific knowledge is used to solve problems.

**Health:** contributing to healthy and active communities, being healthy, safe and active.

**Themes:** overcoming adversity, aspiration, inspiration, dedication.

## THE HUNT FOR LOST TREASURE

12.15PM – 1.00PM

Imagine a magical world where lost things – and people – are found! When adventurous twins Jake and Marisol sneak out to explore a lighthouse, they discover an alternate world. Bestselling writer **Amie Kaufman** takes us into the world of her new middle grade adventure series, co-written with Ryan Graudin, *The World Between Blinks*, to explore ghost ships, lost cities and keys to vanished doors.

### CURRICULUM LINKS:

**English:** adventure and mystery genres, social, cultural and historical contexts for literary texts, creating imaginative literary texts using realistic and fantasy settings and characters, how authors make stories exciting, moving and absorbing.

**History:** journeys of explorers, historical sources.

**Geography:** similarities and differences between places in terms of settlements and the diversity of people, mapping skills.

**Themes:** Imagination, mystery, myths, storytelling, belonging, identity, resilience.

# Scribblers Festival

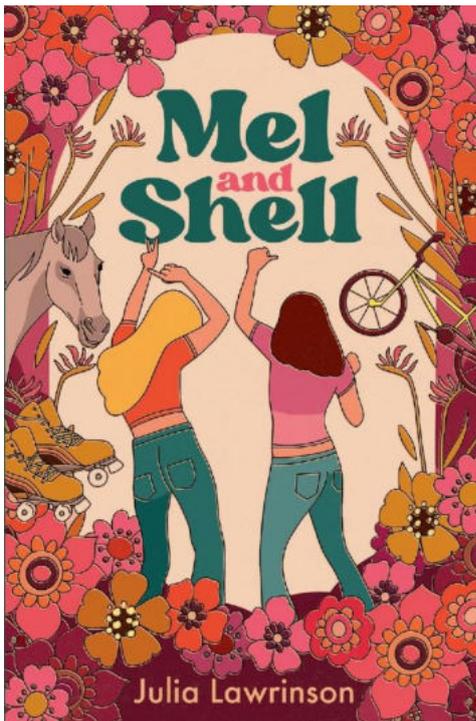
13 – 18 SEPTEMBER 2022



## Julia Lawrinson

Julia Lawrinson is an award-winning writer of books for children and young adults. She hails from Perth and, despite leaving school at 15, has a PhD in writing and a Bachelor of Laws with distinction. Julia has worked in a range of organisations, from the arts to parliament to health. She has presented at schools, workshops and conferences across Australia, and in Singapore, Indonesia and the USA, and loves meeting her audience and encouraging reading, learning and curiosity.

Her books are about friendship, family and the occasional Jack Russell. She loves the ocean, reading, dog parks and the word serendipity. Her latest book, *Mel and Shell* is a middle grade novel.



## Mel and Shell

Fremantle Press

It's 1979. Swedish pop group ABBA rules the airwaves, rollerskating is cool, and Mel and Shell are best friends.

There's nothing they like more than making up dances to ABBA songs, and there's nothing they like less than Scary Sharon and Stinky Simon. But things are changing, fast.

Confiding in her pen pal from 1829, Shell discovers she has a lot to learn about loyalty, honesty and rollerskating.

[julialawrinson.com.au](http://julialawrinson.com.au) | [@julialawrinson](https://twitter.com/julialawrinson) | [julialawrinson](https://www.youtube.com/channel/UCj...)

[hello@scribblersfestival.com.au](mailto:hello@scribblersfestival.com.au) | [scribblersfestival.com.au](http://scribblersfestival.com.au)

@scribblersfest | PO Box 443, Claremont WA 6910 | 08 9385 2200

Scribblers Festival is an initiative of  
FORM: Building a State of Creativity

**FORM.**  
building a state of creativity

## MEL AND SHELL

JULIA LAWRINSON

ISBN (PB): 9781760990725

YEAR LEVEL: Y4–7

CROSS-CURRICULUM PRIORITY: Aboriginal and Torres Strait Islander histories and cultures

### ABOUT THE BOOK

The year is 1979 and best friends Mel and Shell are one half of Friends Squared, a foursome busy navigating school bullies, dance class, Brownies, horse riding and BMX, all while desperately waiting for the next ABBA song to be released. But this isn't an ordinary school year, and theirs isn't an ordinary friendship. To celebrate the 150<sup>th</sup> anniversary of European settlers arriving in Australia, Year 5 are tasked with writing letters to imaginary pen pals living in 1829. When Shell is abruptly moved to a new class, however, her letters become consumed with worry as the unthinkable happens: her friendship with Mel slowly unravels. With new hobbies and family struggles pulling them apart, will not being able to imagine life without ABBA be enough to keep them together?

### ABOUT THE AUTHOR

Julia Lawrinson is an award-winning writer of books for children and young adults. She hails from Perth and, despite leaving school at fifteen, has a PhD in writing and a Bachelor of Laws with distinction. Julia has worked in a range of organisations, from the arts to parliament to health. She has presented at schools, workshops and conferences across Australia, and in Singapore, Indonesia and the USA, and loves meeting her audience and encouraging reading, learning and curiosity. Her books are about friendship, family and the occasional Jack Russell. She loves the ocean, reading, dog parks and the word serendipity.

### THEMES

- Friendship
- Family
- Bullying
- Australian history

### AUSTRALIAN CURRICULUM OUTCOMES

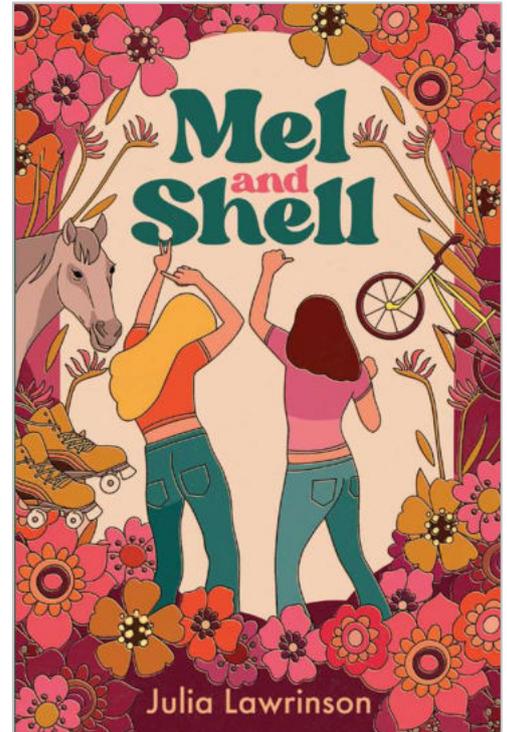
Y4–7 English

Y4–7 History

Y4–7 Health and Physical Education (Mental Health and Well Being)

### USEFUL WEBSITES

- Author website: [julia-lawrinson.com.au](http://julia-lawrinson.com.au)



## CLASSROOM IDEAS

### Discussion questions

1. Compare and contrast the characters Mel and Shell using the following subheadings: likes, dislikes, strengths, weaknesses. What adjectives would you use to describe the personality of each? What interests do they have in common? Find examples in the story where they have *different ideas about what is fun* (p. 89). How would you describe their friendship?
  - a. Do you have a best friend? What activities do you enjoy doing together? Do you sometimes have different ideas about what is fun?
  - b. What do you think makes a good friend? Find examples in the story where you think Mel is a good friend to Shell (and vice versa). Find examples where you think they let each other down. Can you recall a time when you were a good friend to someone? Can you think of a time when you were not? How did you resolve the situation?
2. What is an epistolary novel? What did you enjoy most about this unusual structure? Look closely at the structure of Shell's letters – what components make up this genre (e.g. date, 'Dear', 'Yours' etc.)? How is a letter organised differently to a short story or a poem? Can you write your own letter to a friend adhering to the correct format?
  - a. The entire novel is narrated through letters from Shell's point of view. Can you write a letter from the point of view of Mel, Jody or Sharon? How/why might they give a very different description of events to Shell?
3. Shell is instructed by her teacher to write in as much detail as possible so Mary can (theoretically) easily imagine life in 1979. How can you add detail to your own writing (e.g. use adjectives, similes, metaphors, personification etc. to enhance the imagery for your reader)? What devices does Shell use in the following excerpt to paint a vivid picture for Mary? *Underneath the rattle of my teeth in my head, I could hear the wind against the windows, whistling like a ghost.* (p. 191).
4. Why do you think Sharon bullies others, particularly Mel? Why do you think she behaves so differently at horse riding in comparison to school? Have you or someone you know ever been bullied? How did this make you feel? What are some actions you can take if you (or someone you know) are being bullied? Why do you think Shell's mum tells her to be nice to Sharon even though she is a bully?
5. Why do you think Mel pretends everything is normal after the fight between her parents? How would you feel if you were Mel? Why do you think she doesn't tell Shell about her parents splitting up and going to live with her dad?
6. What does it mean to 'infer' meaning or 'read between the lines'? For example, consider the clues below we are given about the character Jody's cultural heritage prior to the revelation that she is Indigenous:
  - a. She is adopted (many Indigenous children were adopted in 1979 due to the government policies that resulted in the Stolen Generations)
  - b. She doesn't think it would be fun to dress up in old-fashioned clothes and pretend to arrive in Australia in 1829 like Shell does (p. 153):  
*'It's all right for you,' Jody said. 'All you would have been in 1829 is cold!'*  
*'And scared,' I said. 'It would have been scary coming to a strange place.'*  
*'You wouldn't have been the only ones who were scared,' Jody said.*
  - c. She is visibly upset after the class discussion about how Indigenous peoples might have felt when the colonists stole their homelands (p. 107):  
*Jody got really quiet when we were writing in our journals. She finished quickly and stared out the window. 'Hey, can I borrow your textas?' I whispered ... 'Take what you want,' she snapped. I looked at her. Jody never gets angry. But she looked angry. Then Jody put up her hand and asked to go to the toilet. Miss R nodded. Jody was gone a long time.*Nothing in these excerpts tells us *directly* that Jody is Indigenous. However, if we consider all the clues together, we might *infer* that she is. Were you surprised like Shell to discover that this is indeed the case? Or had you already predicted this?
7. What is racism and what are some of the different forms it can take? How do you know if someone or something is racist? Why is it sometimes hard to recognise racism (i.e. because it is often considered normal or harmless by people who aren't affected by it)? What different kinds of racism does Jody encounter throughout the story (e.g. Shell sneaking a glance at her to see if she 'looks Aboriginal', Sharon teasing her about practising for a corroboree; Lisa's uncle making a comment about why

she's good at ballet)? How is each of these an example of racism? Which of these examples is deliberate and which is unintentional? How might you feel if you were Jody?

8. How can you help to overcome racism in your community? Visit the [Racism No Way website](#) for a selection of anti-racism lessons for Australian schools and read the handout entitled 'Examples of Racist Behaviour in a School Context'.
9. Why do you think Mel stops being Shell's friend at one point in the story? Do you think this is fair? What finally brings them back together? What lessons about friendship do both girls learn over the course of the novel? What messages did you personally take away from the story?

## History

1. How does Shell's everyday life in 1979 sound similar/different to the present (e.g. consider her descriptions of schooling, music, television shows, technologies, hobbies, games etc.)? Research everyday life in 1979 using the following subheadings: transport, fashion, technology, entertainment, medicine, major world events. What do you think you would have liked most about living in 1979? What do you think would be the main thing that would surprise someone from 1979 if they suddenly arrived in the present (e.g. the internet)?
2. Research everyday life in 1829 as Shell's pen pal Mary would have experienced it. Use the following subheadings: food, shelter, transport, fashion, technology, entertainment, medicine, education, hobbies, games, major world events. How does it sound similar/different to the present? What do you think you would have liked most about living in 1829?
3. Shell's teacher informs them that only boys from wealthy families typically attended school in 1829. Why was this the case? Do you think this was fair? How/when did this change?
4. *Miss R said that corporal punishment is old-fashioned, and she preferred that we take responsibility for our actions.* (p. 48). What is corporal punishment? When/why was this abolished in Australia?
5. The boys in Shell's class complain about having to help sew a tapestry for the WAY '79 Commemoration. They say sewing is for girls but Miss R declares, *In these modern times everyone should be able to do everything* (p. 159). Do you agree?
6. *I wish I could go back in time, just for a day, to see what it was really like* (p. 98). Write an imaginative short story where you find yourself living in 1829 for a day.
7. Interview a parent and/or grandparent and record their answers to the following questions (note: feel free to add more questions of your own):
  - a. What year were you born?
  - b. What was the toy you played with most as a child?
  - c. What was your favourite thing about going to school?
  - d. What transport did your family use?
  - e. What technology did you have at home?
  - f. What hobbies and games did you enjoy?

In what ways was your family member's childhood similar/different to yours in the present?

8. Make a time capsule for someone to open 150 years in the future to learn about everyday life in the 2020s. Include the following information: your name; the date; your favourite thing about living in the present; your least favourite thing about living in the present; your favourite subject at school; your favourite food, movie, book, television show, band, outfit, celebration, celebrity and hobby; a prediction for the future 150 years from now. How might everyday life be different 150 years in the future? In pairs, create a prediction chart.
9. Mel and Shell are dedicated fans of the band ABBA. What genre/s of music did they play? What were some of their biggest hits? Choreograph a dance routine to an ABBA song of your choice. Research fashion trends in 1979 to design an accompanying costume then hold a class concert.

## Aboriginal and Torres Strait Islander histories and cultures

1. Shell says *I liked thinking about what Perth would have been like without the buildings and cars and roads and trains ... But I'd never thought about what Aboriginal people might have felt.* (p. 106). Have you ever considered this before? Reflect upon the question Shell's teacher poses to her students: *How would you feel if a group of people came to your house, and told you to get out?* (p. 107).
2. Aboriginal and Torres Strait Islander peoples have lived in Australia for tens of thousands of years. Construct a timeline of Australian history that begins 50,000 years ago and create class definitions for the terms 'settlement' and 'invasion'. Why do particular groups in Australia use the term 'invasion' as opposed to the term 'settlement' to describe European arrival?

3. Shell's mum informs her that many Aboriginal children in 1979 were adopted. Why was this the case? (Hint: research the forcible removal policies implemented by successive federal, state and territory governments from the late 1800s up to the 1970s that resulted in the Stolen Generations, such as those listed on the [Australian Human Rights Commission's Track the History Timeline: The Stolen Generations](#).)
4. Jody says *People can say they're sorry ... But it doesn't make anything better* (p. 154). What do you think she means? As a class, view former prime minister [Kevin Rudd's apology to Australia's Indigenous peoples](#) from 13 February 2008 (approx. 4 mins) and discuss its place in Australian history.
5. What was the [Bringing Them Home report](#) (1997)? Why was this an important step towards reconciliation? How else do you think Indigenous and non-Indigenous Australians can continue to work towards reconciliation today?

*The* **CLASSROOM EXPRESS** FREMANTLE PRESS  
EDUCATION NEWS

 [fremantlepress.com.au/classroom-express](http://fremantlepress.com.au/classroom-express)

   @FremantlePress  Sign up for enews  [fremantlepress.com.au](http://fremantlepress.com.au)

# Dear pen pal...

In *Mel and Shell*, Shell writes to her pen pal Mary from 1829 and tells her about the things that would surprise her if she suddenly found herself in 1979. Imagine you had a pen pal who lived in 1979 – what would you tell them about the year you live in that would surprise them?



© *Mel and Shell* by Julia Lawrinson. Published by Fremantle Press. For more fun and free activities, visit our website: [fremantlepress.com.au/classroom-express](http://fremantlepress.com.au/classroom-express).

   @FremantlePress  [fremantlepress.com.au](http://fremantlepress.com.au)



# Scribblers Festival

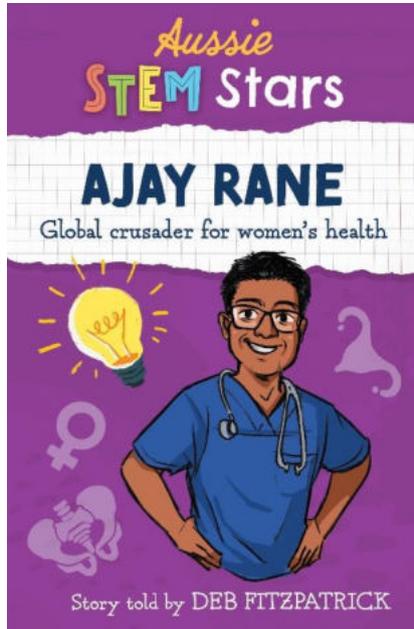
13 – 18 SEPTEMBER 2022



## Deb Fitzpatrick

Deb Fitzpatrick is the author of novels for adults, young adults and children. Her books have been named Notable Books by the Children's Book Council of Australia, shortlisted in the West Australian Young Readers Book Awards, published in the US, and optioned for film. Deb loves using stories from real life in her novels and regularly teaches creative writing at schools.

Deb has a Master of Arts (creative writing) from UWA and has two teenage children and a kelpie, who is absolutely not a failed sheep dog.



## Aussie STEM Stars: Ajay Rane

Wild Dingo Press

### *About the series:*

Each book in the Aussie STEM Stars series is written by an award-winning children's author and follows the real-life stories of some of Australia's top scientists and inventors, chosen on the basis of their pioneering work. Themes explored include childhood, school, family, and formative experiences, what inspired them to pursue their chosen path, how they persevered in the face of challenges, and what they have contributed to science all over the world.

Deb's seventh book is part of this series, a biography for middle-grade readers tracing the incredible career of Australian doctor Ajay Rane.

[www.debfitzpatrick.com.au](http://www.debfitzpatrick.com.au) | [debfitzpatrickwriter](https://www.facebook.com/debfitzpatrickwriter) | [debfitzpatrick9](https://www.instagram.com/debfitzpatrick9) | [DebFitzpatrick2](https://www.youtube.com/DebFitzpatrick2)

[hello@scribblersfestival.com.au](mailto:hello@scribblersfestival.com.au) | [scribblersfestival.com.au](http://scribblersfestival.com.au)

@scribblersfest | PO Box 443, Claremont WA 6910 | 08 9385 2200

Scribblers Festival is an initiative of  
FORM: Building a State of Creativity

**FORM.**  
building a state of creativity

# Scribblers Festival

13 – 18 SEPTEMBER 2022



Credit: Christopher Tovo

## Amie Kaufman

*New York Times* bestselling author **Amie Kaufman** is a science fiction and fantasy writer with degrees in history, literature and law and conflict resolution. She is currently undertaking a PhD in Creative Writing. Amie is the co-author of the *Unearthed* duology, *Illuminae Files* and the *Aurora Cycle* trilogy. Her novel, *Aurora's End*, is due for release in November 2021, and *Beyond the End of the World* in Jan 2022.

## Beyond the End of the World

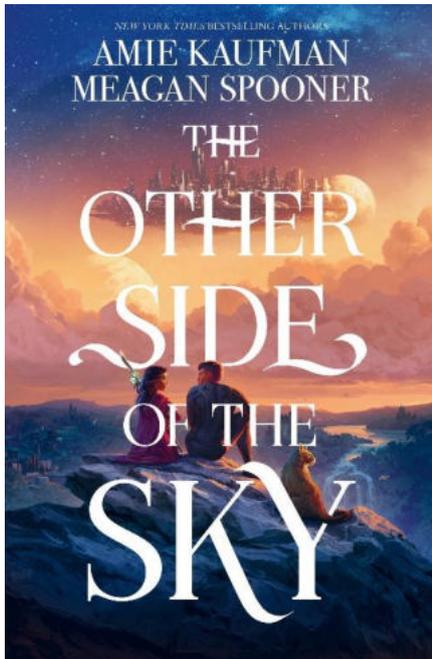
Allen & Unwin

*Time to stop Inshara. Time to find a way between worlds. Time to find each other again.*

Nimh still holds on to her divinity, if only by a thread. In her final confrontation with Inshara, the woman determined to take her place and rule Nimh's kingdom, both Nimh and her enemy were sent to the world above, in the cloudlands.

Now North looks to the sky, left behind on the surface world. Desperate for a chance to join the girl he loves and save his world, North will stop at nothing to find a way back to his home in the sky-city of Ciel. Before it's too late to save anyone.

But more awaits them in the world above than North or Nimh could ever expect. And as they come together and team up with allies from above and below, they face an ultimate test of their bond, their abilities, and their belief in each other in a quest to save their worlds.



[amiekaufman.com](http://amiekaufman.com) | [AmieKaufmanAuthor](https://www.AmieKaufmanAuthor.com) | [@amiekaufmanauthor](https://twitter.com/amiekaufmanauthor) | [amiekaufman](https://www.amiekaufman.com)

[hello@scribblersfestival.com.au](mailto:hello@scribblersfestival.com.au) | [scribblersfestival.com.au](http://scribblersfestival.com.au)

@scribblersfest | PO Box 443, Claremont WA 6910 | 08 9385 2200

Scribblers Festival is an initiative of  
FORM: Building a State of Creativity

**FORM.**  
building a state of creativity

# Classroom Resources



**ISBN:**  
9781460757628

**NOTES BY:**  
Mandy Newman

**PUBLICATION DATE:**  
February 2021

## The World Between Blinks

Ryan Graudin and Amie Kaufman

### BOOK SUMMARY

Have you ever blinked, and thought you saw something that was gone a moment later? Have you ever turned to pick up an item, only to find it wasn't where you left it?

Jake and Marisol are cousins. Jake's great at leaving things behind – his mum's a diplomat, and he never settles anywhere for long. His latest friends and new favourite places are lost with depressing regularity. Marisol's great at finding things – she's American and she's Bolivian, and this cross-cultural childhood has taught her to pay attention to details. She's got such an eagle eye, and she's so gifted at finding things, that sometimes she even wonders if things find her.

Together, Jake and Marisol are about to discover The World Between Blinks. The place where everything we lose – from the front door keys to ancient cities buried under hot desert sands – eventually appears.

The trick's going to be finding a way home. Before they're lost forever.

### KEY LEARNING OUTCOMES

- ACELA1608
- ACELT1611
- ACELT1612

### THEMES

- Imagination
- Belonging
- Identity
- Resilience
- Myths and storytelling
- Mystery

**Recommended Ages:** 8+

These resources may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.



# Classroom Resources

## Before Reading

### Mysteries, myths and the power of storytelling

A key theme in the novel is the power of storytelling to sustain myths and mysteries that otherwise might have been forgotten. By creating an imaginary world where those myths and mysteries from history are abundant, the authors show readers how to expand their imagination and use their favourite stories to inform creative thinking and writing tasks.

The World Between Blinks is a magical place where all kinds of lost things (and people!) end up. Everywhere they turn, Marisol and Jake find real mysteries from history – plus a few they thought were only myths.

The novel makes many intertextual references and travels through periods of time to include all sorts of famous stories, events, places and myths from all over the world, such as the Loch Ness Monster, Amelia Earhart, the fabled city of Atlantis and the Great Mogul Diamond. Examining all the different stories invites students to consider different social, cultural and historical contexts, both in the real world and in fantasy settings.

- Share the myth of the Loch Ness Monster with the class.
  - [https://en.wikipedia.org/wiki/Loch\\_Ness\\_Monster](https://en.wikipedia.org/wiki/Loch_Ness_Monster)
  - <https://www.britannica.com/topic/Loch-Ness-monster-legendary-creature>
- Ask the class whether they believe the myth and why they think so many people have believed for years and years that the myth could be true.
  - What does the story of the Loch Ness Monster tell us about the power of stories and myths?
  - Why do people like myths?
  - What is the appeal of fantasy?
- This Great Mogul Diamond weighed in at 737 carats, the largest ever to be mined in India. Ask the class to research the story.
  - Why is this story so interesting?
  - What is the appeal of the story? Why?

Have a class discussion on why some places and people are more interesting than others. Tease out what are the elements that create an interesting setting or character in a story. Is it about internal conflict, external conflict, an air of mystery, remote location, the promise of a great prize, a problem, hazards, or qualities of a character such as courage and knowledge?

- Ask them to choose a famous person, place or myth to write about.
  - What fantastical elements could they add?
  - What type of mystery could they add?
  - How would this change the shape of the story?

Discuss the title of *The World Between Blinks*. Look at the cover of the book.

- Ask the class to consider what the world between blinks could mean and how might it work.

These resources may be reproduced free of charge for use and study within schools  
but they may not be reproduced (either in whole or in part) and offered for commercial sale.

# Classroom Resources

## During Reading

### Where in the world

Using a map of the world, pinpoint all the peoples, places and times mentioned in each chapter of the book and discuss why each one is important. For example, in Chapter Two, Morris Island Light – a lighthouse on Morris Island in South Carolina in the United States – is mentioned, and in Chapter Five, Marisol and Jake find themselves at The Crystal Palace, which was a famous structure in Hyde Park in London that burned down.

- Show the class pictures of some of the people and places mentioned, such as Amelia Earhart and Atlantis, and ask them to work with a partner to create a 300-word news story with pictures about why each person or place would be of interest to a child living in the 2020s.

### Words and music

Examine the musicality of language – punctuation, conjunctions, assonance, rhythm and rhyme. Composers shape meaning by using sound devices, which elevate and accentuate the sounds of words. Different forms of punctuation really add to the sound and effect of language.

- Ask each student to read out the below passage aloud. Ask them to pause every time there is a dash, question mark or exclamation mark.
  - How does this impact the audience?

*Not hear it?—yes, I hear it, and have heard it. Long—long—long—many minutes, many hours, many days, have I heard it—yet I dared not—oh, pity me, miserable wretch that I am!—I dared not—I dared not speak! We have put her living in the tomb!*

'The Fall of the House of Usher' by Edgar Allan Poe

Look at various punctuation devices such as:

Comma ,	A short pause
Colon :	Shows that two parts of a sentence is equal
Semicolon ;	Replaces a conjunction ('and') in a compound sentence; shows in intricate relationship between the two parts of the sentence
Dash —	Indicates added emphasis, an interruption, or an abrupt change of thought

These resources may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.



# Classroom Resources

Assonance is another sound device. This technique is the deliberate repetition of vowel, or A E I O U, sounds, which complements the attitude of the speaker. For example:

- How now brown cow?
- So we'll go no more a-roving - the assonance repeats the 'o' vowel.
- As a class read out:  
*She sells sea shells by the sea shore.  
The shells she sells are surely seashells.  
So if she sells shells on the seashore,  
I'm sure she sells seashore shells.*
  - Discuss why the assonance of the e sounds and the sibilance of s – enhances the sound and message of the tongue twister. Ask students to write their own tongue twister using assonance.

Read the first page of *The World Between Blinks* out loud and look at how sound devices are used to shape or enhance meaning:

THE WORLD BETWEEN BLINKS IS ALWAYS THERE.

It is everywhere and it is nowhere.

It is in every wreck, every abandoned lot, every city block, every scraggly patch of woods. It's the place you glimpse out of the corner of your eye, reflected in rain puddles and car windows. Blink. There and gone. Shoved just out of the streetlight's reach.

People see it every day, but they rarely pay attention. The grown-ups are too busy doing grown-up things—like ordering coffee or picking up dry cleaning—to stop and look, really look. Most kids are too distracted to examine it for long. They see the boarded windows and the Danger: Keep Out sign posted by the entrance, and they shrug and go on with their lives.

Most kids.

But there are those who pause a little longer. The daydreamers—kids with burrs on their socks, who name sticks after legendary swords and call out the names of lost cities in their sleep.

They stare into the dark places: blink, blink. They see.

- Using this passage as a model, ask students to write about the place they go to in their imagination. Ask them to write 15 sentences and to use punctuation, assonance, rhyme, rhythm, repetition and short and long sentences to create a composition which evokes a strong emotion or reaction, e.g. beauty, love, fear, anger.

## Setting the scene

Setting the scene of a story is very important. Good writers use sensory detail to establish the mood of a setting. Read this passage from *The World Between Blinks* – what senses do the writers appeal to?

MARISOL LOVED THE AIR AROUND THE OCEAN.

It smelled mostly of salt, yes, but there were so many other things happening inside it too. Sunscreen and crying seagulls and driftwood discoveries and waves washing castles back into sand. One breath held all of this.

p. 3



# Classroom Resources

- Invite students to create a 150-word scene in a story set by the sea. Encourage them to answer these questions and include the below details in their setting.
  - What can the character observe? Colours, textures, objects?
  - What can the character hear? Sounds – alarm clock, train, baby sleeping?
  - What can the character feel? Touch – fabric? Temperature – hot?
  - What can the character smell? Daffodils, jasmine, sweat, salt?
  - What can the character taste? Basil, pickles, tar, metal, blood?

## After Reading

### It's a mystery

Have a class discussion about pirates, treasure maps, time travel and mysteries on the following topic – why do people like reading mysteries?

As a class, read this extract from *Treasure Island* by Robert Louis Stevenson, first published in 1882:

I remember him as if it were yesterday, as he came plodding to the inn door, his sea-chest following behind him in a hand-barrow—a tall, strong, heavy, nut-brown man, his tarry pigtail falling over the shoulder of his soiled blue coat, his hands ragged and scarred, with black, broken nails, and the sabre cut across one cheek, a dirty, livid white. I remember him looking round the cover and whistling to himself as he did so, and then breaking out in that old sea-song that he sang so often afterwards:

‘Fifteen men on the dead man's chest—

Yo-ho-ho, and a bottle of rum!

in the high, old tottering voice that seemed to have been tuned and broken at the capstan bars. Then he rapped on the door with a bit of stick like a handspike that he carried, and when my father appeared, called roughly for a glass of rum. This, when it was brought to him, he drank slowly, like a connoisseur, lingering on the taste and still looking about him at the cliffs and up at our signboard.

Part 1, Chapter 1

Later, in Part 1, Chapter Six of *Treasure Island*, the narrator Jim, with others, find a treasure map:

The paper had been sealed in several places with a thimble by way of seal; the very thimble, perhaps, that I had found in the captain's pocket. The doctor opened the seals with great care, and there fell out the map of an island, with latitude and longitude, soundings, names of hills and bays and inlets, and every particular that would be needed to bring a ship to a safe anchorage upon its shores. It was about nine miles long and five across, shaped, you might say, like a fat dragon standing up, and had two fine land-locked harbours, and a hill in the centre part marked “The Spy-glass.” There were several additions of a later date, but above all, three crosses of red ink—two on the north part of the island, one in the southwest—and beside this last, in the same red ink, and in a small, neat hand, very different from the captain's tottery characters, these words: ‘Bulk of treasure here.’

Over on the back the same hand had written this further information:

Tall tree, Spy-glass shoulder, bearing a point to the N. of N.N.E.

Skeleton Island E.S.E. and by E.

Ten feet.

These resources may be reproduced free of charge for use and study within schools  
but they may not be reproduced (either in whole or in part) and offered for commercial sale.



# Classroom Resources

The bar silver is in the north cache; you can find it by the trend of the east hummock, ten fathoms south of the black crag with the face on it.

The arms are easy found, in the sand-hill, N. point of north inlet cape, bearing E. and a quarter N.  
J.F.

- Ask the students if they would like to find such a map, and why.
- What kind of treasure do the students think this map refers to?

Marisol and Jake also find a treasure map:

He studied the map, and she studied him, wondering if she should say something. “Jake?”

“Yeah?”

“I think we should search for Nana’s treasure.” Marisol tapped the X. “Let’s go on an adventure of our own!”

p. 14

- What do Marisol and Jake discover about their treasure map?
- What do they learn about treasure and where to find it?
- Through the process of looking for treasure, both Jake and Marisol learn important lessons, which might be considered treasure. What are those lessons?
- What does the reader learn about treasure and where it can be found?
- Is reading a process of finding hidden treasures?

At the very end of the story, Jake says:

Sometimes you hold on to things.

Sometimes you lose them.

And sometimes, just sometimes, you had to let go of something so you could find it again.

p. 296

- What do you think Jake means by this?

Ask students to create a multimodal treasure map using realistic and fantasy settings and characters that draw on the worlds represented in the text.

Write a 150-word analytical paragraph about the appeal of mysteries and treasure maps to young readers.

## About the Authors

Amie Kaufman and Ryan Graudin are two bestselling, award-winning authors united by their love of history, adventure, magical stories and lost places. Ryan has explored the ruins at Lake Titicaca in Bolivia, and Amie has picnicked in the lost Roman city of Ostia Antica. When they learned about a vanishing island off the coast of South Carolina, and the lighthouse left rising alone from the waves, they knew they had a story to tell. Amie lives in Melbourne, Australia with her husband, daughter and part-dingo dog. Ryan lives in Charleston, South Carolina with her husband, daughter and part-wolf dog. Neither of them have met a Tasmanian Tiger yet ... or have they?

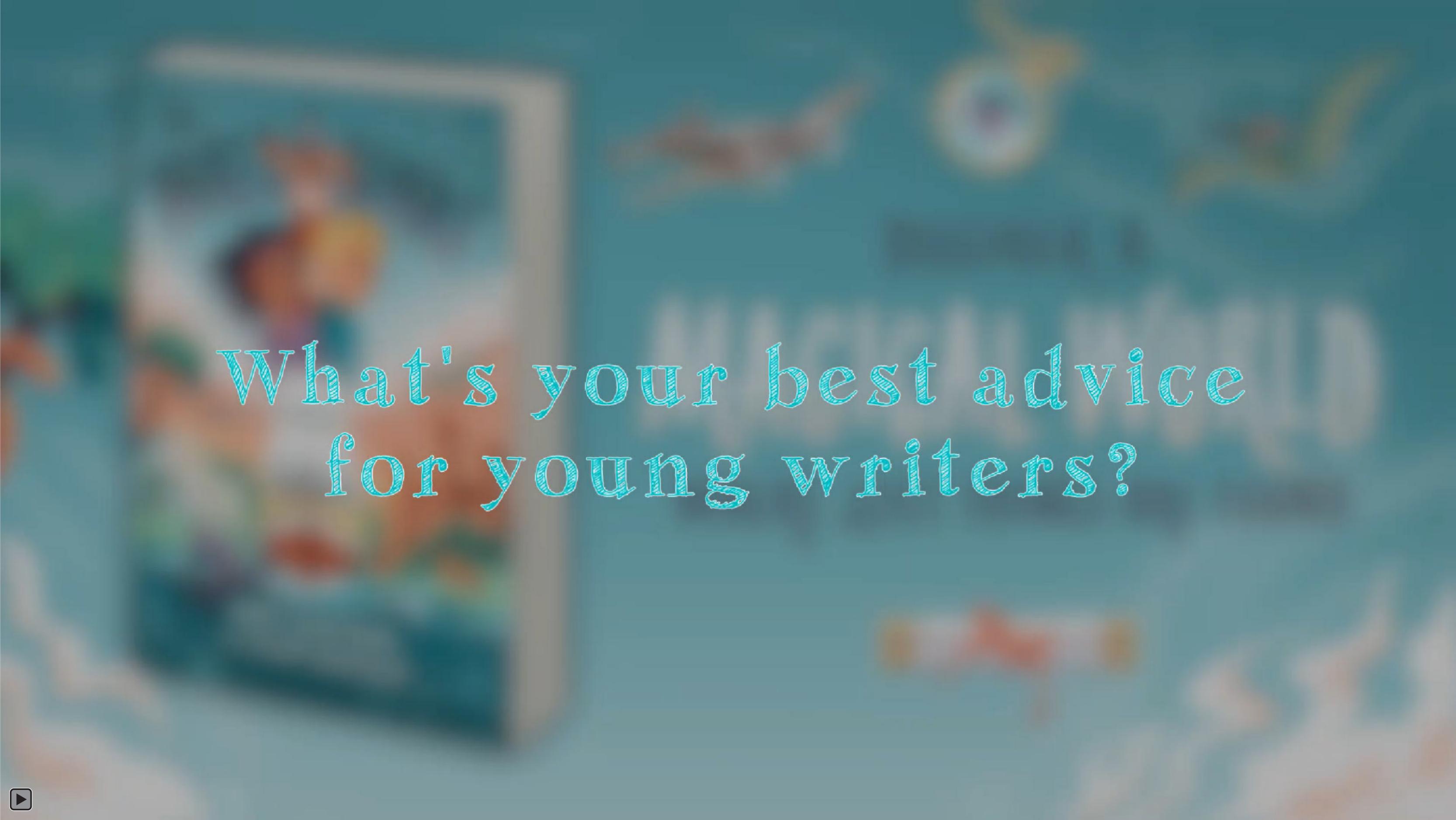
You can find Amie and Ryan online at [amiekaufman.com](http://amiekaufman.com) and [ryangraudin.com](http://ryangraudin.com).

These resources may be reproduced free of charge for use and study within schools  
but they may not be reproduced (either in whole or in part) and offered for commercial sale.



*Describe the writing process for  
The World Between Blinks*





What's your best advice  
for young writers?



# Scribblers Festival



@scribblersfest | #scribblersfest  
[scribblersfestival.com.au](http://scribblersfestival.com.au)

© FORM 2022