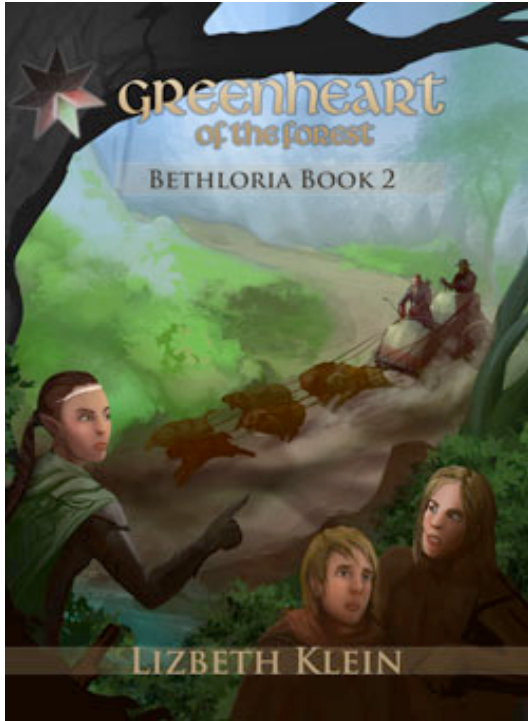




# Wombat Books

Stories you'll want to share

## Teacher's Notes and Ideas



### Greenheart of the Forest

Lizbeth Klein

ISBN: 978-1-921632-50-1

Recommended Retail: \$17.95

Recommended Age: upper primary to young adult

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Wombat Books, PO Box 1519, Capalaba BC Qld 4157

<http://wombatbooks.com.au/about/teachers>

07 3245 1938 [info@wombatbooks.com.au](mailto:info@wombatbooks.com.au)

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## **Introduction**

A hundred years is all that it has taken for the beautiful island country of Bethloria to fall into ruin under the rule of the tyrannical warlord, Morgran, who controls its seven kingdoms with his Untaming magic. In this ruined world, two brothers begin a journey that starts as one of survival, but turns into a search for the seven lost crystals of the Morning Star.

### **Story Summary**

When venomous plants called somnolents infect Belle, a turbulent journey downriver ensues for Dougray and Robbie. Accompanied by faithful Tisser, they are set upon by pursuing black wolves. After a vicious attack, they arrive at Syone, the fabled sanctuary of the Healers. Here they meet Sojourn, a green elemental woman who asks if she can accompany them to Wychwyre, home of pickpockets and cutthroats.

As terrible as the place sounds, they must venture there in the hope of locating the Fifty-Third Initiate, someone known as Navarre. Last of all to see their father alive, he alone now holds the clue to his whereabouts. When evil creatures overrun Syone, they are forced underground. Beneath the mountain, they discover an ancient, uninhabited city called Halanden with its own terrible secrets.

On their way to Wychwyre, they are captured by Drazen, a self-appointed tyrant. With the aid of Sojourn and the true ruler, Skylark, they uncover Drazen's sinister schemes. Robbie once again meets Pelias Balahad, the Resistance leader from Book One, who offers him aid. After a bloody battle, Skylark is mortally wounded and Sojourn becomes gravely ill. As an elemental, she requires her 'home-tree' to survive. With Robbie's assistance, Sojourn imparts her remarkable secret to him and Wychwyre finds freedom at last from the tyrant's rule.

### **Background Story Information**

A hundred years is all that it has taken for the beautiful island country of Bethloria to fall into utter ruin under the tyrannical warlord, Morgran. Its seven kingdoms were prosperous and peaceful, until he cast his longing eyes upon its shores. His desire was to have it for himself and so he began his conquest with outright invasion. But time and again, his efforts were thwarted by the seven Kings of Bethloria, who were wise and strong.

Morgran plotted more subtle means to bring about Bethloria's downfall. He sent wise men in the guise of advisors, who shared their wisdom with the monarchs. For a time, they seemed to prosper even more. But the advisors were crafty and cunning. They slowly introduced their own laws and traditions as they gained more control.

The introduction of magic deceived the kings and they used it for their own gain. However, the magic had a destructive property called the Untaming. It deceived them into considering themselves all-powerful. The advisors suggested that the seven kingdoms form a confederacy in case of future attacks. Innocently, each King covenanted himself and his people in a blood oath, swearing to rally to any besieged part of Bethloria and give aid where and when it was needed. They foolishly invoked a curse to consume them if the oath was neglected or broken. Time passed and promises were forgotten. The kings isolated themselves and their kingdoms more and more. When the attacks came many years later, they recalled the oath their ancestors had made and sent for aid, but none came. The confederacy crumbled and the curse began its subtle work.

Prosperity ended and poverty began. Peace left the idyllic shores. Morgran invaded while the kings were too weak to repel his armies, stealing away the seven crystals of the Morning Star, a talisman that had once repelled him. Its crystals were hidden within the decaying kingdoms, while Morgran's black spread like poison throughout the lands. He overwhelmed them and turned most of the Kings into Guardians, frozen in time forever. Their people were either killed, scattered or subverted by the untaming magic.

### **Key Learning Areas**

English

History

Science

Geography

### **Values**

Loyalty

Perseverance

Courage

Tolerance

Faith

Goodness

Acceptance

Friendship

### **Themes**

Tolerating differences

Power and corruption

Desire to escape

Inner verses outer strength

## **About the Author**

Lizbeth Klein lives in the Sutherland Shire with her husband. She has over nineteen years of experience in the classroom and seven years as tutor of English for both primary and high school students. Four of her students have completed fiction manuscripts.

She has published several stories for the Yellow Box, a reading kit for early readers. She has also had many on-line educational articles and lessons published, as well as poetry and stories in two anthologies.

Lizbeth enjoys watching the garden and the birds, Fat Cat from next door as he slinks across the lawn to hide in the bushes. She loves the soft tinkling wind chimes made of thin blue shells ... and of course, the peace and quiet of the balmy evening with its choir of birdsong.

# Outcomes Linked to Content K-10

## NSW Syllabus

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills.

### English Stage 3

**A student:**

- \* Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features. **EN3-1A**
- \* Composes, edits and presents well-structured and coherent texts. **EN3-2A**
- \* Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts. **EN3-7C**

### English Stage 4

**A student:**

- \* Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. **EN4-1A**
- \* Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts. **EN4-3B**
- \* Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts. **EN4-5C**

## HSIE/History Outcomes

**A student:**

- \* Applies a variety of skills of historical inquiry and communication. **HT3-5**
- \* Describes and assesses the motives and actions of past individuals and groups in the context of past societies. **HT4-3**
- \* Uses evidence from sources to support historical narratives and explanations. **HT4-6**
- \* Uses a range of historical terms and concepts when communicating an understanding of the past. **HT4-9**

# Geography Outcomes

## **A student:**

- \* Identifies and gathers geographical information. **4.1**
- \* Organises and interprets geographical information. **4.2**
- \* Uses a range of written, oral and graphic forms to communicate geographical information.

## **4.3**

- \* Uses a range of geographical tools. **4.4**
- \* Demonstrates a sense of place about global environments. **4.5**
- \* Describes the geographical processes that form and transform environments. **4.6**

## **Related Text/Resources:**

- 1) [www.messybeast.com/history/dogcarts.htm](http://www.messybeast.com/history/dogcarts.htm)
- 2) [historum.com/european-history/47681-victorian-britain-s-most-accident-prone-soldier.html](http://historum.com/european-history/47681-victorian-britain-s-most-accident-prone-soldier.html)
- 3) NSW K-10 Syllabus

## *Discussion Questions and Activities*

### *English*

#### ***a) Tolerating Differences***

When Dougray dreams about Sojourn, the green elemental woman, he is fearful of her, distrustful and angry. His attitude creates friction between him and Belle. She, on the other hand, is tolerant and empathetic to Sojourn's needs and makes an independent decision, allowing her to accompany them to Wychwyre. Later, Sojourn becomes a pivotal key in the story.

#### **Questions:**

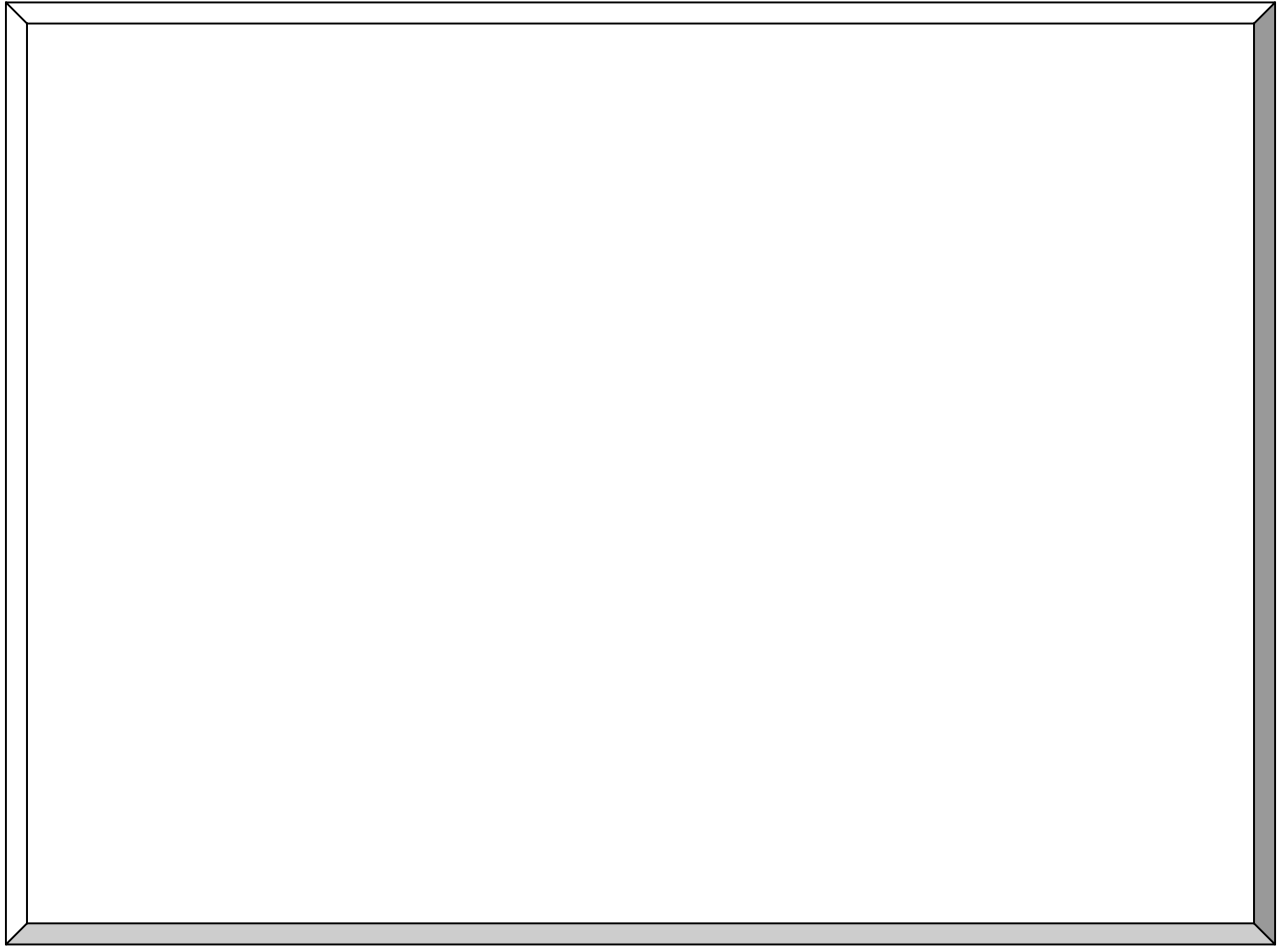
- \* List ways in which people are seen or perceived as different.
- \* Are there people at your school who appear or dress differently from others?
- \* How are they treated? Are they victimised?
- \* Is it fair to treat people unkindly just because they are different?
- \* How might being victimised affect those who are *labelled* as different?
- \* How could you help someone who is being unfairly treated?

#### **Activities:**

- Write a short story about being misunderstood. Create a situation where a problem spirals out of control, developing into conflicts where no-one understands or seems to care. Will it have a happy ending?
- Sojourn is an earth elemental. Other elemental types include: air, fire and water. Research each one and then create your own elemental creature.
- Draw him/her and write a brief description.
- Elemental Worksheet
- Invite Father Riley to give a talk on street kids and how living on the streets affects them.
- Have an Appreciation Day where students from different cultural backgrounds bring in plates of food for lunch. Perhaps they could come in their traditional dress and talk about it and their country.

## New Elemental

**Task 1:** Draw your elemental creature. Give it a name.



**Task 2:** Write a description of your elemental. Where does it live? What does it do?

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### ***b) Power and Corruption***

Power without a sense of justice or moral conviction leads to brutality, as seen in many countries where leaders are corrupt. Drazen has become such a leader. Ruthless and cruel, he has allied himself to King Morgran for power and wealth.

#### **Questions:**

- With a partner, list all the qualities that make a good leader.
- Have you got what it takes to be a good leader? Decide to work on one area of your personality that would make you a better person.

#### **Activities:**

- In groups of three, work on ways to make the school a better place. Maybe places need to be set aside where gardens can be grown to create tranquil learning areas. How would you improve things? Think of ways you would stamp out prejudice and bullying at your school/in your class.
- Be the teacher's assistant for a day/week and participate in decision making. Each person takes turns. At the end of the term/year, decide as a class who was the best at helping the rest of the students as 'assistant teacher'. Who showed the best leadership qualities?
- Have a go at coaching or teaching others in the class in something you're good at. Set a time one afternoon a week/month for a student to take the lesson.

### ***c) Desire to Escape***

This theme is shown in several ways throughout the book. First, the turbulent boat ride and from the black wolves, then Syone after it is breached by Morgran's monsters. Escape from the centipedes under the mountain and lastly, from Wychwyre after being captured by Drazen and taken there as his prisoners.

**Questions:**

- From what things do people seek to escape? These may not necessarily be dangerous situations. List in pairs or threes.
- How do people cope with bad situations such as trauma, bullying, etc.?
- Why do some people choose drugs or alcohol as a means of escape?
- Why don't these solutions work?
- What happens in the long run?
- What could they try instead?

**Activities:**

- We all have situations from which we desire to escape. Write a situation that you would like to escape from on a nameless piece of paper, fold it in half and place it in a container. Each student chooses one at random and writes down a solution. In turn, the students offer their ideas by reading them out to the class.
- Pretend you are one of the three main characters in the book and write a fictional diary entry of one of the above situations. What happened? How did it make you feel?

***d) Inner Verses Outer Strength***

Belle falls to the somnolents, Dougray is wounded and Tisser is frightened. Robbie must rely on his hidden reserves of strength. Inner strength is often termed 'resilience' and gives people the ability to cope with stressful situations.

**Questions:**

- How do each of the main characters show their inner strength?
- What personal qualities are needed to be strong for others?
- What situations do people sometimes face that causes them to become strong or brave?
- How does Sojourn display her inner strength?

**Activities:**

- In small groups, tell of a time when you had to be strong for someone else. How were you strong?
- Research a hero/heroine who showed remarkable inner strength under adverse situations. Tell the good that they accomplished as a result.
- If someone has inner strength or resilience, describe how: a) they are more optimistic about life; b) feel more confident about meeting new people; c) are better able to stand against peer pressure and avoid using drugs, alcohol and smoking; d) are more likely to be happy about themselves and their image.

# Extra English Activities

## Show, Don't Tell

Readers don't want you to tell them everything when they read stories. They want to use their imaginations. When you **tell** readers what is happening, it makes your writing flat and dull. **Showing** enriches and adds life to stories. Ways to **show** include: through actions, dialogue, facial expressions and body language, the senses.

*Telling Sentence:* It was a cold day.

*Showing Sentence:* Icicles stabbed his back as Sam trudged along the road. An icy wind blew into his face and his teeth didn't stop chattering.

### Task 1:

*Read these sentences and answer the questions.*

1) Geoff halted at the edge of the cliff, his heart racing. He stared down at the splintered wood and debris pounded by the waves.

How is Geoff feeling? \_\_\_\_\_

Why was he looking at the waves? \_\_\_\_\_

\_\_\_\_\_

What happened? \_\_\_\_\_

2) Debra crept up the stairs, hands groping the rough, stone walls. Soft breathing and scraping boots behind her caused her feet to hurry.

Where do you think Debra is? \_\_\_\_\_

Why is she there? \_\_\_\_\_

\_\_\_\_\_

Who is after her? \_\_\_\_\_

**Task 2:**

Emotions can be **shown** rather than **told**. Here is an example: Kia opened the envelope and her eyes scanned the contents. (relief) She let out a deep breath, looked skyward and muttered, ‘thank you’. Folding the exam paper, she then placed it inside her bag.

*Write a few sentences **showing** the emotion used and what happens next.*

- a) Thunder boomed. The castle plunged into darkness. Except for brief flashes of lightning through the windows, Peter couldn’t see a thing. (uncertainty)

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- b) At the end of the sports day, Jess had to trudge up the hill to her house with her heavy schoolbag. (fatigue)

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- c) The rain lashed the yacht all day and the sea grew rougher by the minute. There was a loud crack. A deafening boom followed and the vessel gave a violent shudder. (fear)

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d) Dad drove down to the beach and parked the car. Maria smelled the warm sea air as she walked beside her family to their favourite spot. (pleasure)

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## Story Sleuth

Collect interesting photos and pictures of people, places and things.

### Person Picture

#### Task 1:

In pairs or threes, choose a picture of a person and ask lots of questions.

Write down the answers. These can be used to write your own story later on.

**Questions:** Who is it? Give them a name. How old are they? Have they an occupation, or family? Where do they live? What happened to them? What do they fear? Give your character a problem that escalates into conflicts.

#### Task 2:

*What if the person is:*

- \* Secretly an alien who has crash-landed
- \* A runaway princess
- \* A thief about to commit a crime
- \* Looking for a lost: jewel, key, amulet, magic stone, etc.
- \* Has made an important discovery

## **Place Picture**

### **Task 3:**

Choose a picture of a place, the setting for the next enthralling story.

**Questions:** Where is it? How does this place make you feel? Who lives there? Did anything happen? Will anything happen tomorrow? Now use your five senses and visualise being in the place. Pretend you are there. What do you see, hear, feel, smell, taste?

### **Task 4:**

*What if:*

- Some crime took place there
- Someone recently died
- Something really scary happened
- Someone is about to leave
- It has a portal into another world

## **Object Picture**

### **Task 5:**

Choose a picture of an object. Choose also a person and see what kind of story they suggest together. Example: feather/princess, stone/magician, bag/giant, cup/cook, ball/runaway waif, door/dancer, etc.

*Story:* A lonely princess finds a magic feather. It belongs to an enchanted bird that is really a bespelled prince. What happens when they meet? How will he convey to her who he really is?

### **Task 6:**

In pairs, plot out the stories and then each of you write your own version of it.



## Develop Imagery

Learn to develop and create your own literary devices. Similes, metaphors and personification add beauty and richness to your writing. Poets use these devices to convey word pictures. Attempt to include imagery every time you write and the quality of your texts will improve.

**Similes:** compare two things using *like* or *as*. *Example:* Her hair hung down her back like a thick, black rope ready for the boy sitting behind her to grasp and tug.

**Task 1:** *Discuss the effect of these similes.*

\* *'This is the large iceberg; while the small and distant islands, floating on the smooth sea, in the light of a clear day, look like little floating fairy isles of sapphire.'* - Richard Henry Dana Jr.

\* *'Her face was quiet and a curious look was in her eyes, eyes like the timeless eyes of a statue.'* – John Steinbeck.

\* *'There was a quivering in the grass which seemed like the departure of souls.'* – Victor Hugo.

\* *'A beardless, boyish face, very fair, no features to speak of, nose peeling, little blue eyes, smiles and frowns chasing each other over that open countenance like sunshine and shadow on a wind-swept plain.'* – Joseph Conrad.

**Task 2:** *Invent your own similes by completing these beginning:*

He lay back down on the bed like ...

The moon hung above the trees like ...

Once everyone left, the silence was as heavy as ...

The setting sun on the sea was like ...

Her look was as hard as ...

The dancer was as graceful as ...

The wind rattled the windows like ...

Her face was as pale as ...

**Metaphors:** also compares but is more vivid as it describes one thing with a completely different image. *Example:* A blanket of snow covered the green bed of lawn.

**Task 3:** *Read these poems and discuss how metaphors are used:*

The Sea by James Reeves.

The Beach by William Hart-Smith

The Fog by Carl Sandburg

**Task 4:** *What do these common metaphors mean? Write down their meanings.*

Life is a journey.

Choices are crossroads.

You've given me something to chew on.

You're the apple of my eye.

That's Greek to me.

That's it in a nutshell.

He must have tunnel vision.

Time is a thief.

The light of my life.

Drowning in a sea of grief

# Geography

The author makes use of various landscapes in her books, from jungles and mountains in Books 1 to underground caverns with rivers and bleak, dusty plains in Book 2.

## Mapping of Syone

Maps provide an interesting bird's eye view of a place. The author has provided the overall map, but now it's your turn to draw Syone.

### Task 1:

- 1) First, re-read the descriptions in Chapters 6, 7 and 8. Take notes if they help.
- 2) Visualise it first with your imagination. Picture the perimeter of the wall and what shape it makes in the landscape. This will be up to you to create.
- 3) Picture where you would place the buildings, library, Artagan's house, the wall, gardens, animal pens and pathways before you begin.

### Task 2:

- 1) Now begin your drawing.
- 2) Add the appropriate legend, key and anything else that maps contain.

## Landscape Model

### Task 1:

In groups of three, select how you will represent one of the landforms from this book. Choose from plasticine, paper-mache or plaster of paris. Think of its base. Sketch your ideas on paper and then refine them as a group. Make plans of your models, allowing each person to contribute his/her ideas.

### Task 2:

Collect materials to add: white sand, twigs for trees, stones for boulders, etc.

### Task 3:

Make the models together.

# Underground Caves Research

**Task 1:** Choose one of these underground caves to research: Eisriesenwelt Cave, Reed Flute Cave, Cave of the Crystals, Puerto Princesa Underground River, Waitomo Caves, Majlis al Jinn Cave, Skocjan Caves, Carlsbad Caverns, Jeita Grotto, Mulu Caves, Jenolan Caves. Complete the information below about it.

Cave's name: \_\_\_\_\_

Location, including country: \_\_\_\_\_

How long is it? \_\_\_\_\_

When were they discovered and how? \_\_\_\_\_

\_\_\_\_\_

What type of caves are they? \_\_\_\_\_

How were they formed? \_\_\_\_\_

\_\_\_\_\_

How are the caves special or famous? \_\_\_\_\_

\_\_\_\_\_

Are tourists permitted to view them? Why/Why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Task 2:** Locate a picture of your underground cave and glue it here.



Add a description of it below.

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## HSIE/History

It is obvious that Morgran's plan for the inhabitants of Wychwyre is for them to forget how to read and write, as well as forget their rich heritage. The past, however, is vital to a people because it teaches them how not to make the same errors in the present. Sadly, they are slipping into a simpleton way of life making most of the use of dogs. Superstition has also bound them with various fears.

### Dog Carts

**Task 1:** Read the information about dogs pulling carts.

**Task 2:** Write an exposition: '*Dogs should not be used to pull carts.*'

### War Dogs

Dogs play a vital part in wars and fulfil important roles that humans cannot.

**Task 1:** Read about how dogs were used during major wars, including WW1 and WW2.

**Task 2:** How did dogs help soldiers in these vital areas:

sentry dogs: \_\_\_\_\_

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scout dogs: \_\_\_\_\_

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messenger dogs: \_\_\_\_\_

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casualty dogs: \_\_\_\_\_

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explosive dogs: \_\_\_\_\_

\_\_\_\_\_

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ratter and mascot dogs: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

mine detection dogs: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

pack and pull dogs: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Task 3:** Read about a dog hero called *Sergeant Stubby* and write a report about him and his heroics. Include a photo.

**Task 4:** What kinds of breeds are preferred as war dogs and why?

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**Task 5:** Use solid facts from your readings to write an exposition: '*Dogs should not be used in wars.*'