

Penguin Random House

TEACHERS' RESOURCE KIT

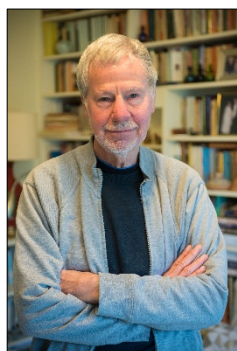
Finding David Hill

Treasure waits to be discovered

*A family boards a ship bound for New Zealand.
What will they find there?
Tests lie ahead – war, earthquakes, brushes with death.
And so do some thrilling discoveries . . .*

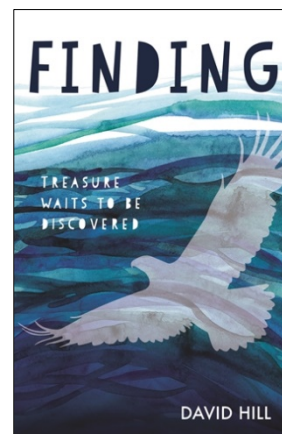
Master storyteller David Hill traces the fortunes of two New Zealand families, Pakeha and Maori, over seven generations, through wars, depressions, disasters, protest and social change.

This rich, deep-reaching, fast-paced novel includes well researched detail surrounding World War I and II, the Napier earthquake, the huge controversy of the first Springbok Tour and much more. David skilfully brings the story and characters to life, providing insight into the realities of key New Zealand historical events.



David Hill is a prolific and highly regarded New Zealand writer, playwright, poet, columnist and critic. Best known for his very popular and award-winning body of work for young people, ranging from picture books to teenage fiction, his novels have been published all around the world and translated into several languages.

David has won a number of national and international awards for his writing and was made a Member of the New Zealand Order of Merit in 2004. Most recently, *Flight Path* (2017) was awarded the Storylines Notable Young Adults Book, *Enemy Camp* (2016) won the 2016 HELL Children's Choice Award for Junior Fiction.



SPECIFICATIONS:

Imprint: Puffin
Published: 1 May 2018
ISBN: 9780143772392
RRP: \$19.99
Format: Paperback
Extent: 261 pages
Readership: 10-14 years

RESOURCE KIT CONTAINS:

- Before reading
- Themes
- Setting
- Language features, structures & narrative
- Characters
- Activities and creative responses



***Finding* by David Hill Teacher Notes**

Before Reading:

1. Before reading the book, look at the cover image and title. Discuss what you think this book might be about and who you think its readership might be.
2. Discuss how important you think a back cover blurb is when it comes to how readers choose a book to read. Read the blurb to formulate an opinion about whether you would want to read this book. What is your reasoning behind your decision?
3. Read the author's dedication (p. 5). If you wrote a book, to whom would you dedicate it and what would the dedication say?

Themes:

1. Discuss the following themes and find examples from the book that illustrate each of them:
 - a. familial and romantic relationships
 - b. history and genealogy
 - c. place and belonging
 - d. treasure/taonga
 - e. societal issues, including feminism and racism
2. What do you think is the **main** theme of the novel? Write an essay on your choice. Use examples and direct quotes from the novel to illustrate your argument.

Setting:

The book is set over many generations in New Zealand. Discuss how the particular setting of this story affects the characters and the events that take place.

Language features, structure and narrative:

1. What do you think is the genre of this book? List the aspects that are indicative of this genre, with examples from the book.
2. The author has included many different narrators' voices throughout the novel, from Aggie's narration in 1886 to Callum in 2018. Discuss what impact these different narrators have on the novel.
3. The story is told in the first person. Why do you think the author chose to do this? Is it effective? Why or why not? Choose a passage from the novel that resonated with you and rewrite it in third-person narrative. How does this change in point of view alter the passage and its role within the novel, and the effect it had on you as a reader?
4. Figurative language is used to convey ideas that might otherwise be difficult to express. Examples of these include similes, metaphors and personification, such as: 'The wings fold, and it slices down like a sword gouging the waves.' (pp. 15-16), 'Fear stabs me now, along with excitement.' (p. 17) and 'Dad's Bridge was bucking like a terrified animal. Its big wire cables shrieked.' (p. 88). Find more examples of each of these types of figurative language from

the book, making sure to reference them as if you are listing them in a bibliography. Include the title, author, page number and publishing details.

5. The author uses animals in similes found throughout the novel, for example: 'It was you swinging down like a mad gorilla that made it come loose.' (p. 130). Find more examples from the book.
6. The following are examples of what figure of speech: 'hissing and snorting' (p. 15), 'booming and roaring' (p. 22) and 'grinding and rumbling' (p. 106)? Find other examples from the book. Write a poem or descriptive paragraph that includes the words from your examples.

Characters:

1. Who is your favourite character from the book? Do you think your chosen character is realistic? Why or why not? Use examples from the novel to support your opinion.
2. Choose a character from the book to write a character study on, such as Angus or Melody. What part do they play in the novel? Think about the development of the character throughout the book, and how your chosen character's attributes and actions affect those around them.
3. Choose three adjectives to describe three characters from the book. In pairs, read your adjectives to your partner and see if they can guess the character you are describing. Was this an easy task? Think about other characters from the book who the adjectives could also describe.
4. Choose an important event from the novel and describe your favourite character's reaction to it. What are the different pressures on your character throughout the novel? What factors lead to the decisions your character makes, and how do they cope with the various situations they find themselves in?
5. What does the novel say about friendships and/or family, and their importance during difficult times? List examples of episodes from one of the sections of the book when friends and/or family are either a help or a hindrance.
6. Draw a picture of one of the characters based on their physical description, for example, Lily (p. 55) or Melody (p. 231).
7. Which character do you particularly like or dislike? Why?
8. Which character do you most identify with? Why?
9. 'The Waimoana growled and swept by a couple of yards away, savage and wonderful.' (p. 144). The presence of the river Waimoana in the book makes it seem like another character. Discuss.

Activities and Creative Responses:

1. Look at the map in the front of the book. Design a map of your local area.
2. Two family trees of the characters are featured in the front of the book. Research and draw your own family tree. Choose one of your ancestors to research, and write about them and their life.
3. The book takes place over hundreds of years and many historical figures, events and places of significance are mentioned in the book. Choose one of these things listed below that have been mentioned in the book to research. Present your findings as an illustrated report.
 - a. Princess Louisa (p. 15)
 - b. Queen Victoria (p. 15)
 - c. The Boer War (p. 58)
 - d. The Great War (p. 75)
 - e. The 1918 Flu Epidemic (p. 77)
 - f. The Depression (p. 79)
 - g. Jean Batten (p. 80)
 - h. World War Two (p. 109)
 - i. The All Blacks (p. 110)
 - j. Apartheid and the 1956 Springbok Tour Protests (p. 110, p. 123, p. 150 and p. 194)
 - k. The Tangiwai Disaster (pp. 111–113)
 - l. MBE (pp. 117–118)
 - m. The Governor-General and Government House (p. 119)
 - n. The Vietnam War and its refugees (p. 153)
 - o. Eden Park (p. 169)
 - p. Te Papa (p. 245)
4. Aunt Flora gives Aggie a silver bracelet ‘tae carry across the seas. Every time you touch the thistle, think of the purple flowers o’ Scotland.’ (p. 14). Design a piece of jewellery that includes something of significance to you about where you live. Write a description of your piece and your reasons behind the design element you chose to include.
5. ‘It’s one of our family treasures, just like the little greenstone bat that her Maori friends Marika and Marama share between them.’ (p. 201). Write an illustrated description about something that you and/or your family consider as a *treasure*. In keeping with the view found in the book, of what a treasure can be for each individual, you might choose to write about a treasure that is an object, person, place, memory or a significant event.
6. As the book is set in New Zealand, there are many Māori words used. Create an illustrated Māori–English dictionary, using some of the te reo Māori vocabulary from the book listed below. Note that some of the words were written out phonetically. Discuss why the author did this and then write the words with their current spelling.

keh-reh-roo (p. 25), kumara (p. 25), Pah-kay-hah (p. 29), hara-kay-kay (p. 32), taonga (p. 38), Tah-nee-wha (p. 38), ru-ru (p. 39), inanga (p. 41), macrocarpas (p. 50), totara (p. 53), kahikatea (p. 53), pukeko (p. 86), pa (p. 97), whares (p. 97), haka (p. 119), urupa (p. 159), marae (p. 159), Kia ora (p. 166), patu (p. 167), ponga (p. 207), tiki (p. 207), pounamu (p. 207), kahu (p. 217), puriri (p. 244).

7. In the novel, Ailsa notes that, 'There's been some scary stuff happened in our valley.' (p. 158). The novel is full of scary and suspense-filled action sequences, which take place both in the valley and in other locations, for example, Duncan's accident with the axe (pp. 62–69), the train disaster (p. 111–113), the earthquake (pp. 87–94), the flash flood of the Waimoana (pp. 131–133), the Springbok protest (pp. 179–183) and the police chase (pp. 253–255). Choose one of these or another action sequence from the book. Study the language the author uses in the sequence, then write a dramatic, suspense-filled action sequence of your own about something that has happened to you. Alongside your written description, present your sequence in either a comic strip or a movie storyboard format.
8. Ailsa notes that her first and middle names mean 'victory of the gods' and 'healer' (p. 149). Discuss how the characters got their names. Do think knowing the choices and reasons behind their names helped to establish the characters and their relationships? Why/why not? Find examples from the book.
9. When Nana Whina is talking to the motor camp owner Ailsa notes that their conversation '...was starting to sound like a school debate.' (p. 165). Use one of the following statements taken from the characters in the novel to use as a moot for a class debate:
 - 'I do not believe that war is right' (p. 52)
 - 'Maori was a dying language and not taught anywhere else in the world, so kids should be taught Latin instead.' (p. 109)
 - 'Sport shouldn't be mixed up with politics.' (p. 151)
10. Callum mentions a poem he had read at school, where magpies cried 'Quardle oodle, ardle wardle doodle' (p. 244). Find this poem and read it out. Then choose another animal, character or scene from the novel as inspiration for a poem. Choose a form of poetry such as a rhyming ballad, a concrete or shape poem, a limerick, a haiku or a list poem.
11. In the novel Maggie ponders that, 'Sometimes when I think about what happened to people in our family – sailing all the way from Scotland, going blind, accidents, wars, earthquakes, protest marches – I don't seem to have done anything in my life. Like I said, hardly any adventures. Except . . . you can have adventures in your mind as well. I see and hear. I think and I imagine. Heaps happens to me!' (p. 212). Use your imagination to write a descriptive short story.
12. Descriptions of exteriors and interiors are featured throughout the novel, such as Callum's description of flying over the valley when returning home from Auckland (p. 247). Find other examples of descriptions of exterior and interior spaces in the book. Draw one of these based on the descriptions. Next, in pairs, each write a description of an exterior or interior space of your choice. Read your description aloud to your partner and get them to draw the space based on your description.
13. Throughout the book, characters and events are said to have featured in newspaper articles, sometimes with accompanying photographs, such as the reports on the sightings of Niall's horse, Chieftain, making his way home (p. 84), when Alan and Tipene discovered the carving (p. 154) or when Alan and

Tipene rescued the driver from the truck (p. 157). Imagine you are a journalist who is covering one of these stories. Write your article for a social media website or your local newspaper in a current, modern journalistic style. Think about what type of language, sentence and paragraph structure, headings, etc., you would use. Look at the year in which the event took place in the book and research and note what the style of journalism from the era when your chosen event took place. List the main stylistic differences.

14. Callum describes how they are putting together a time capsule to be buried near the school for people to dig up and look at in 100 years (p. 226). Imagine you are creating a time capsule. List ten items you would include, and write a description about each item and your reason for including it.
15. Callum notes that, 'The Waimoana glittered beneath the bridge. The whole valley felt like it was breathing slow and quiet in the sunlight. The names, lives, the *treasures* of all our family and all the other families who lived here seemed to be streaming through my mind.' (p. 259). Choose your favourite part, character or treasure from the novel and create an artistic interpretation of it, using for example a painting, drawing, photograph, model, poem, etc.
16. Throughout the book different characters feature who we are told are great storytellers and/or writers, such as Florence, and Robert McDougall, who is 'writing a book about the Waimoana area' (p. 153) in order to 'save as many memories as possible' (p. 159). Imagine you are one of the characters from the book. Choose an event or moment from the book and write a personal diary entry or a monologue to perform orally about it from your point of view, for example Robbie meeting Ailsa at the protest (p. 172). Think about how you would describe the physical scene, any other characters who were involved, and your feelings about the incident.
17. After a close reading of the book, choose your favourite chapter to write your own comprehension questions about. Create a quiz based on your questions. Ask a classmate your quiz questions.
18. Adapt one of the climactic or important moments in the novel and rewrite it as a television or film script, such as when Janet ate the tutu berries (pp. 25–29), when Hamish played the bagpipes (pp. 37–38) or when the children were not served at the milkbar (pp. 114–117). Include a storyboard and think about which actors you would like to play the parts, and what the soundtrack to your scene might be. Then create a marketing campaign to advertise your programme/movie. Think about possible advertising avenues such as movie posters, radio and television commercials, and a preview to screen in cinemas.
19. Create a timeline of the novel, including the main events featured in each chapter. Write a short illustrated summary of these main events. Then choose one significant event from the book and describe how it helped you understand one of the themes of the novel.
20. Did you like the ending of the book? Why or why not? Either rewrite the ending of the book or write a plot outline for a sequel.
21. Design your own cover for the novel, including a blurb.

22. Write a review of the book, aiming it at the readership of your favourite magazine, newspaper, website or blog. Give it a rating, such as stars or a number out of ten. Consider the following questions:

- Which characters appealed to you the most? The least?
- How did the story make you feel as it unfolded?
- What ideas and themes in the book awakened your interest?
- What did you dislike, or find boring?
- Why do you think this is a significant and important book for today's readers?