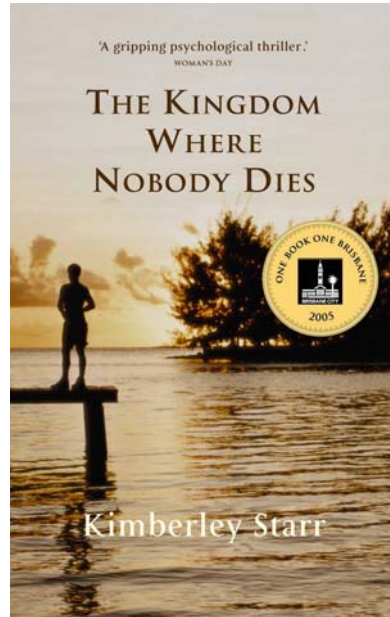




Dedicated to a better Brisbane



ONE BOOK ONE BRISBANE 2005

Encouraging a culture of reading in our city.

Resource Kit for Year 11 Students

Prepared for **Brisbane City Council Library Services**
by **Fantastic Queensland** - www.fantasticqueensland.com/

Book for study: *The Kingdom Where Nobody Dies*
by Kimberley Starr

ONE BOOK ONE BRISBANE LEARNING KIT 2005

BY LEIGH SMITH

Produced by Leigh Smith for Fantastic Queensland Inc. and Brisbane City Council

Fantastic Queensland is a Brisbane-based organisation promoting Queensland writers. We host author talks, workshops, festivals and events celebrating the genre of speculative fiction. We also provide professional development opportunities for writers of fantasy and science fiction genres in the publishing, film and television and computer games industries. www.fantasticqueensland.com

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ONE BOOK ONE BRISBANE LEARNING KIT

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ONE BOOK ONE BRISBANE LEARNING KIT

INTRODUCTION:

ORGANISATION

The Brisbane City Council's One Book One Brisbane campaign is about encouraging everyone in our City to read the same books at the same time, including Brisbane secondary school students.

The resources included in this Learning Kit feature a range of activities that have been especially designed for students studying the awarded One Book One Brisbane novel. They also act as a stimulus for further understanding of the important themes and issues evident in contemporary Australian novels.

This Learning Kit addresses the 2002 Queensland Board of Secondary School Studies English Senior Syllabus. By implementing the One Book One Brisbane novel into your curriculum program you will be supporting and encouraging young people within Brisbane to join their community in gaining pleasure from reading contemporary Brisbane novels. 'The Kingdom Where Nobody Dies' has the power to influence, tell stories of a culture and promote shared understandings. It represents a breadth of experiences, identities and cultural assumptions, while also exploring a range of social issues and ideas.

By reading and studying the One Book One Brisbane novel, students will continue to develop their understandings on how novels store, transmit, reproduce, negotiate and challenge assumptions, values and attitudes available in their culture. The Learning Kit has been written specifically to provide you and your students with a comprehensive set of learning activities and assessment tasks to use within your curriculum program. The kit has been divided up into three parts:

Part One - Learning Activities for Investigation and Discussion provides learning activities for grade 11 and 12 students before they begin to read the novel. These learning activities cater for both individual, small group and whole class study.

Part Two - Learning Activities for Individuals and Small Groups provides learning activities for grade 11 students while they are reading through the novel. These learning activities provide chapter summaries and focused questions and activities.

Part Three - Assessment Tasks for Individual and Small Groups provides assessment tasks for grade 11 and 12 students once they have read and studied the novel. These assessments items include both written and spoken tasks and range from analytical expositions to imaginative texts.

Through reading the novel and utilising the Learning Kit activities, students will be encouraged to gain pleasure from reading contemporary Australian novels. They will also be able to reflect on the ways of being in the world, shape their identities, develop meaningful relationships with others, and express their ideas and feelings through a variety of mediums.

I hope this Learning Kit provides you and your students with a series of innovative activities and will be a useful addition to your classroom curriculum while studying the award winning One Book One Brisbane novel.

Leigh Smith
June, 2005

ONE BOOK ONE BRISBANE LEARNING KIT

INTRODUCTION

CLASSROOM CONTENT

The following information provides an outline of the Key Learning Areas to which the One Book One Brisbane novel connects. It also lists the Relevant Key Competencies that students will be able to develop naturally as they engage in the innovative learning experiences within the 2005 One Book One Brisbane Learning Kit.

Kimberley Starr's first novel, 'The Kingdom Where Nobody Dies' is a psychological crime story. It explores grief, responsibility and repercussions and the way childhood actions can echo throughout our lives. This clever and compulsive story of mystery and intrigue connects to a number of key learning areas:

Key Learning Area	Relevant Key Competencies
English	Collecting, analysing and organising information; Communicating ideas and information; Planning and organising activities; Working with others and in teams; Using technology
The Arts – <i>Drama</i>	Communicating ideas and information; Planning and organising activities; Working with others and in teams; Solving problems; Using technology
Social Sciences – <i>Modern History Geography Study of Society</i>	Collecting, analysing and organising information; Communicating ideas and information; Planning and organising activities; Working with others and in teams; Solving problems; Using technology

ONE BOOK ONE BRISBANE LEARNING KIT

THEMES, ISSUES AND CHARACTER LIST:

The following information provides an overview of the Themes and Issues found within the 2005 One Book One Brisbane novel, as well as relevant Teacher Advice for the its inclusion within the classroom curriculum program:

THEMES AND ISSUES:

- Grief
- Death
- Responsibility
- Family
- Childhood
- Broken Families
- Femininity
- Brisbane landscape
- Adolescents
- Searching for own self
- Repercussions
- Mother-child relationship
- Secrets
- News and Media
- Community
- Guilt
- Cancer
- Relationships
- Love
- Paedophilia

Teacher Advice	The Kingdom Where Nobody Dies by Kimberley Starr
Number of Pages	233 pages
Expected Reading Time	7 Lessons (<i>based on 60 minute lessons</i>)
Language	Low
Violence	Medium (<i>death and paedophile references as well as soft drug use</i>)
Sexual References	Low

Character List	
Madeline Jeffreys (Adult)	Mr and Mrs Morgan
Maddy Jeffreys (Teenager)	Mr and Mrs Wilson
Brigid Coleman	Sally Green
Andrew Coleman	Sylvia
Rebecca Coleman	Bradley Ferris
Daniel Coleman	Inspector
Grandma	Young police woman
Lachlan	Kyle Wilson
Nicole	Bus Driver
Flip	Nathan
Kevin Mathers	Elderly Lady
Mrs White	Reporters
Ken Richardson	TV Journalists
Cameron Seymour	Mr and Mrs Seymour
Jackie Ambrose	
Justin Ambrose	

ONE BOOK ONE BRISBANE LEARNING KIT

PART ONE - LEARNING ACTIVITIES FOR INVESTIGATION AND DISCUSSION:

The following focused learning activities for investigation and discussion have been designed for Brisbane secondary school students in Senior English studying the 2005 One Book One Brisbane novel, 'The Kingdom Where Nobody Dies' by Kimberley Starr. Constructed in line with the current Queensland Board of Senior Secondary School Studies Senior English Syllabus (2002), the activities have been prepared for students in Grades 11 and 12 to complete within the orientating phase, as an introduction to the novel, the author and the One Book One Brisbane program.

Grade 11 – Individual Activities

- 'The Kingdom Where Nobody Dies' by Kimberley Starr was sponsored by the Queensland Office of Arts and Cultural Development as well as the Australia Council for the Arts. Research using the World Wide Web (see Webography) how an emerging author can receive such assistance. Using your research write a 10 step profile as to how an author might receive such assistance.
- In reading Amanda Horswill article entitled 'A Walk on the Wild Side' (see Webography) she informs her readers about Kimberley Starr's home life and her writing programme. Chart these two different representations of Starr by deconstructing the textual features used and investigating the author's ideal reader position.

Grade 11 – Small Group Activities

- Since the One Book One Brisbane reading campaign began in 2002 it has become a very popular community event. Reading through Kate Cuthbert's June 2005 'Novel Ideas' article (see Webography) discuss with your group whether you believe the competition should be open to books from around the globe or to Brisbane based books only and present your views to the class.
- Kimberley Starr was born in the USA and moved to Australia as a young child. Her book reviews and short stories have appeared in a variety of publications. Using the information found on Kimberley Starr's website (see Webography), write a short biographical account of her writing career.

Grade 11 – Whole Class Activities

- Before reading the novel, deconstruct the front cover of the book by analysing the visual signs and symbols that convey some meaning. From this, develop an outline as to what the class, as a whole, thinks might happen during the novels orientation, complication and resolution phases.
- In reading the Judges' comments for the 2003 Queensland Premier's Literary Awards, Best Emerging Queensland Author (see Webography) discuss as a class the attitudes, values and beliefs held about the novel and the Awards itself.

Grade 12 – Individual Activities

- The One Book One Brisbane reading campaign began in 2002 and helps to create a culture of reading by providing an exciting range of opportunities to discuss books. It aims to help our community unite around a common topic of conversation and get people talking about social issues that affect Brisbane. Using the World Wide Web (see Webography), research other communities from around the world that are using this community-wide reading program initiative and list the benefits that it has produced.
- After reading a variety of book reviews (see Webography) on the novel 'The Kingdom Where Nobody Dies' by Kimberley Starr and deconstructing the cover write your own short account as to what the story is about and propose what you think the outcome will be. Put your account in a sealed envelop and hand it to your teacher for you to review after you have read the novel in full.

Grade 12 – Small Group Activities

- The epigraph in the front pages of Kimberley Starr's novel 'The Kingdom Where Nobody Dies' was written by Edna St Vincent Millay in 1934. Discuss in your groups the reasons why an author would make a title out of texts that have proceeded its own and hypothesise why Starr would use this quotation as the novels epigraph. Present your views to the class.
- 'On the Verge' by Carrie Hutchinson published in the Sunday Telegraph (see Webography) portrays Kimberley Starr as an emerging author and young mum. Chart these two different representations of Starr by deconstructing the textual features used and investigating the author's ideal reader position.

Grade 12 – Whole Class Activities

- Reading through Kimberley Starr's question and answer section on her website (see Webography) she writes about her inspiration for 'The Kingdom Where Nobody Dies'. She particularly focuses on how the story 'couldn't be anywhere except Brisbane'. Brainstorm as a whole class particular places, cultural items and properties as well as people that could be mentioned within the novel that are associated with Brisbane, Queensland.
- Reading through the back cover description of Kimberley Starr's novel 'The Kingdom Where Nobody Dies' discuss how the use of language choices and structure position readers to respond to representations in a particular way.

ONE BOOK ONE BRISBANE LEARNING KIT

PART TWO - LEARNING ACTIVITIES FOR SMALL GROUPS AND WHOLE CLASS STUDY:

The following learning activities for small groups and whole class study have been designed for Grade 11 students studying the One Book One Brisbane novel 'The Kingdom Where Nobody Dies' by Kimberley Starr. Constructed in line with the current Queensland Board of Senior Secondary School Studies Senior English Syllabus (2002), the chapter summaries, focussed questions and learning activities have been prepared for students to read and complete within the enhancing phase.

CHAPTER ONE	PAGES 3 - 38
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Chapter Summary

Chapter One introduces the reader to the major characters within the novel as well as the parallel stories that Starr manages to write so well. Describing each character with literary finesse, Starr's first introduction is young Lachlan and his thirty-something mother Madeline Jeffreys, her soon to be ex-husband Flip and his waspish fiancée Nicole. The adult Madeline tells the reader her inner-most thoughts as she narrates the ordeal of leaving her young son with his dad in Rockhampton. She has been summoned to Brisbane to profile a man who has been preying on young boys along the Brisbane River due to her knowledge of the Cameron Seymour case.

It is at this point that the reader is taken back to 1984 and meets a much younger Madeline. The young Maddy, aged 14, narrates her thoughts as though it was a blank canvas and brings the reader into her murky world in River Pocket, Brisbane. Her mother just recently died and is living with her TV focussed grandma as her father is temporarily living in Japan. While dealing with the grief of her mother's death, being relocated, starting a new school with a new art teacher and a search for new friends a young boy living in her neighbourhood, Cameron Seymour, goes missing. By the end of Chapter One the reader is left with a number of unanswered questions.

Grade 11 – Whole Class Learning Activities

- Starr introduces the main characters in Chapter One. Using butcher's paper, create a profile for each of the main characters in Chapter One drawing on the information that the adult Madeline and the young Maddy gives the reader. Stick these up around the classroom and add to them after each chapter has been read.
- Binary oppositions are at work in Starr's 'The Kingdom Where Nobody Dies' which create certain visions of the world and reinforce particular ideologies about the world. As a whole class discuss and identify the binary oppositions, both central and marginal, at work. Give examples from the text where these have been constructed.

Grade 11 – Small Group Learning Activities

- Maddy describes the Coleman home as 'bright, airy, modern, and expensive, as if copied straight from Home Beautiful or Vogue Living'. In small groups use magazines and other materials to create a collage of the Coleman home utilizing Maddy's descriptions within Chapter One. Your collage will be used as the new front cover for Starr's novel 'The Kingdom Where Nobody Dies'. Show your finished product to the class and discuss the visual signs and symbols.
- At the beginning of Chapter One Madeline informs the reader that she is a Criminal Profiler and a Psychologist. Using the World Wide Web (see Webography) research what these jobs entail and using this information hypothesise what Madeline will be doing when she gets to Brisbane.

Chapter Summary

Starr's use of location in her novel begins to play a central role in Chapter Two which brings the reader back to the present with the adult Madeline narrating. As she takes a walk along the Brisbane River she brings the reader in to her private thoughts as she deals with an array of loss; maternal, marital and spiritual. The River's changing moods represents Madeline's thoughts as her walk reveals to her that Brisbane is a City now and has changed as she has changed. As a working psychologist and criminal profiler Madeline studies her notes and newspaper articles about the Brisbane Boy Killer on her way back to the hotel to meet Detective Ken Richardson. The divorced and balding Detective informs Madeline about Bradley Ferris and questions her about the Cameron Seymour case over dinner in which she remains secretive about to both to Richardson and the reader.

The reader is then taken back to 1984 with young Maddy at the Coleman's family home. Her search for new friends has led her to 12 year old, red-headed Brigid Coleman who lives next door with her mother Rebecca, father Daniel and her swim star step-brother Andrew whom Maddy has fallen for. As the reader learns more about Maddy and her dealings with grief and loss she learns more about the disappearance of Cameron Seymour through news reports on television. She finds comfort in her friendship with Brigid and their conversations rather than her inarticulate grandma. But in this chapter they find out they have more in common than they would like as Brigid's father dies in a drink-driving car accident.

Grade 11 – Whole Class Learning Activities

- In Chapter Two, Maddy learns more about Cameron Seymour's disappearance through a variety of communication methods. Discuss as a class these different modes and develop a case report on the Seymour case for your classroom. The case report can be stuck up in the classroom and re-visited each time Maddy finds out more information about the case itself.
- Starr recreates Brisbane's sub-tropical landscape within her novel and makes it a fictional place. Using the novel's descriptions and the Brisbane River map (see Webography) locate the areas which the central characters may have visited over the course of the novel.

Grade 11 – Small Group Learning Activities

- Maddy's relocation from Sydney to Brisbane has been difficult due to number of reasons. In small groups develop a short news report for a local newspaper and a short news report for a national television news program. Once completed discuss with the whole class how the different mediums require both diverse and similar and textual features.
- In Kimberley Starr's novel 'The Kingdom Where Nobody Dies', Madeline hides a number of secrets and has guilt on her conscience, which is kept hidden from the reader. Discuss this in your group and develop a short presentation for your class using visual and well as auditory features. Your group presentation should describe how the author shaped these feelings within the novel.

Chapter Summary

The beginning of Chapter Three sees the adult Madeline meet the police station bosses which are working on the case. However she does not receive a warm welcome by all, especially from the Inspector who warns her to stay away from the media. As Madeline discusses the case with Ken Richardson and learns more about the case she worries about her own son and his safety with her estranged husband and fiancée. As Starr's use of suspense edges the reader on, Madeline reveals to Ken that she has also come to Brisbane for a doctor's appointment, although she does not let the reader know what for. As Madeline leaves the police station and returns to her hotel room she observes Brisbane's social landscapes which it is accustomed to now and witnesses how it has been rocked by the headlines and actions of the Brisbane Boy Killer. She takes a journey on the ferry to her old and aging River Pocket house and neighbourhood where she feels the sub-tropical climate as well as an array of guilt and grief, but leaves the reader suspended on the reasons why.

As Madeline travels back to her hotel the reader is taken back to 1984. Maddy talks to her art teacher, Mrs White, about her grandma's street while she paints her canvas and gossips about its inhabitants. She finds comfort in painting as well as talking to Mrs White which the reader can tell through her ongoing dialogue. After school she meets with Brigid, who is dealing with the loss of her father, and takes a walk along the bank of River Pocket where Kevin Mathers lives, a secluded man whose mother also died. But after a heated conversation with Brigid, Maddy is overcome with anger at her mother's death and throws a handful of stones at Mathers roof. They then hear sounds coming from inside, "shouts, more frightened than angry, footsteps followed by a loud thump". They believe it could be Cameron Seymour.

Grade 11 – Whole Class Learning Activities

- Starr's exceptional literary style has been used well in describing the subject, characters and setting. Discuss her use of creative writing techniques, particularly the poetic qualities in her descriptions of Brisbane.
- A lot of important information in the novel 'The Kingdom Where Nobody Dies' is known by the narrator, Madeline, but is withheld from the reader. Starr uses this technique of backgrounding certain information for particular reasons. Brainstorm the information that is withheld, particularly the throwing of pebbles, and discuss the crime genre itself.

Grade 11 – Small Group Learning Activities

- On page 78 Madeline reads through a newspaper article on The Brisbane boy Killer. Investigate this article and the ways in which the clauses are embedded in or joined to other clauses to make complex sentences. Then select a short extract within the chapter to compare the different textual features used within each genre. Present your thoughts to the class.
- In small groups compare and contrast Maddy's grief towards her mother's death to that of her friend Brigid and her grief towards her father's death. Identify on reasons for any similarities or differences by creating a comprehensive character map for both Maddy and Brigid.

Chapter Summary

The opening news in Chapter Four leaves the reader shocked and unaware, which is part of Starr's literary accomplishments. Back in the present, Madeline has been to her doctor's appointment and has been diagnosed with breast cancer. But that does not make Madeline fall to pieces, she carries on with Starr's strong voice and keen sense of humour as the modern woman does. It is also on this morning that Madeline interviews the Brisbane Boy Killer, Bradley Ferris, and finds out who he really is. Narrating to the reader on her intentions and personal thoughts, Madeline takes her time to question him using all tactics interesting the reader into how criminal profilers work. Interpreting Ferris' responses and Madeline's line of enquiry the reader begins to unravel the mystery that began at the start of the novel. After her interview she writes her report in a story-like manner giving the reader more answers to their questions.

At this vital point in the present narrative, the reader is taken back to 1984 where Maddy is visiting the Coleman home once again. Andrew's real mother, Jackie and her second husband Justin have arrived from America to take him back with them, which neither Andrew nor Maddy are happy about. After hearing more about Kevin Mathers and his fond attention of children Brigid and Maddy decide to take a look inside his house after dark to see if they can find Cameron Seymour. However they are caught by Mathers himself and in an attempt to leave without any repercussions he tells them that Andrew has to come and visit him before they are allowed to leave. In doing so Mathers reveals to the three of them his scrapbook of newspaper articles on Andrew's swimming triumphs. After the peculiar meeting they decide not to tell Rebecca in case they get into trouble. Although at the end of Chapter Four Rebecca, a police officer, sees Andrew and Maddy take their first kiss while smoking pot which does get them into trouble.

Grade 11 – Whole Class Learning Activities

- Read through the Breast Cancer article found in the webography resource section and map out some of the steps which Madeline Jeffreys will be taking over the next couple of months. Discuss with the students if they know of anyone who has breast cancer and what they could do to help fight the disease.
- Discuss as a whole class the term 'paedophile' and the reasons why it has been the subject of media examination and of social concern. Using newspaper articles and headlines from the webography resource section explore the use of textual features and as a whole class write a short newspaper article for The Brisbane Boy Killer, Bradley Ferris.

Grade 11 – Small Group Learning Activities

- Transfer Madeline's interview with Ferris (pages 119 – 128) into a theatre script with stage movements and a naturalistic set design. During the transformation process, explore your manipulation of textual features regarding vocabulary, non-verbal features, as well as visual and auditory features.
- Madeline says that 'the lines are virtually scripted' in her interview with Ferris. Using the World Wide Web research Madeline's job description of a Criminal Profiler and write a paragraph explaining what her job entails. Then in your group develop 15 questions which Madeline would use when interviewing criminals, utilizing the novel if necessary.

Chapter Summary

Madeline's anxious young son Lachlan informs the reader that they are in the present once again with a mobile phone call to his mother at the beginning of Chapter Five with the frightening news that Nicole said she loves him. It is after this conversation that Ken and Madeline's close friendship begins to develop as his empathy for her is revealed through his kind acts of understanding. As she talks to him about Bradley Ferris, her criminal profile as well as her background knowledge of him she informs the reader that it is her fault that he became the man he is today. She privately tells the reader that she has to tell him of her guilt, her confession of throwing those pebbles. It is here that the reader who stitches up all of the clues to realise that Bradley Ferris' real name is Kevin Mathers.

After this revelation, Starr back-tracks to 1984 where Maddy, the love-struck adolescent, remembers her mother and enquires into her developing breasts for which she believes are meant to replace what her mother lost. But she does not remain love-struck for long, as Andrew does not keep their next meeting time. So she smokes the rest of the pot that Rebecca had interrupted which has firm repercussions. She lapses back to her grandma's house and to bed where she learns that the Seymour case has been solved. Her grandma looks after her with water and washcloths while she listens on the radio that Cameron's body has been found in the river. As the chapter moves forward Maddy goes on a real date with Andrew and confesses to her grandma that she had been smoking pot. The anger in Maddy increases as she has a big fight with Brigid and Andrew goes missing. However it ends with an apology from Maddy to Brigid and an investigation into Andrew's disappearance.

Grade 11 – Whole Class Learning Activities

- Split the class into two groups, each receiving a card with either Affirmative or Negative written on it. The group with the Affirmative card are going to debate that Andrew was kidnapped by Kevin Mathers and have to hypothesise where he is being kept. The group with the Negative card are going to debate that Andrew has not been kidnapped by Kevin Mathers and have to hypothesise what has actually happened to him.
- Starr uses the Brisbane landscape to map Maddy and Madeline's experiences and emotions. As a whole class, write a short passage, recreating their school landscape and mapping their experiences and emotions while experimenting with textual features.

Grade 11 – Small Group Learning Activities

- Select a short excerpt from chapter five and change the character the chief narrator from Maddy to her Grandma. Rewriting the excerpt in narrative form and presenting it back to the class as a group, put your ideas forward on how the original text invited different meanings to the re-written text.
- Maddy has narrated what it was like being a teenager in Brisbane during the 1980's and used a variety of discourses in doing so. Write your own short narrative about what it is like being a Brisbane teenager in the 21st Century. Focus on a particular discourse that reveals your cultural assumptions, attitudes and beliefs.

Chapter Summary

Madeline is waiting in the cafeteria to see Bradley Ferris one more time with Ken Richardson when her soon to be ex-husband phones. While the reader is still unsure as to the real identity of her husband Chapter Six gives away some clues. As Madeline talks away on the phone and lets the reader know her private thoughts on particular matters such as custody, families and marriage she realises that she shouldn't have put so much store in the affections of a man. As she hangs up from Flip, she talks about the Mathers case with Ken and what it will be like in jail for him. The time then comes for Madeline to confess her guilt to the Brisbane Boy Killer about the stones. Before she goes she begins to remember her mother and how that summer at River Pocket was like an unfinished painting.

Returning back to 1984, Maddy is in search for Andrew and any clues leading to his disappearance. The media is all over the neighbourhood interviewing people and making accusations. Maddy and Brigid begin to search all over River Pocket. They follow the river path down to Kevin Mathers property and into the scrubland searching for something incriminating. Maddy and Brigid find a speed boat and Cameron Seymour's cap inside it which gives them the evidence they need. They run to tell Rebecca who informs them that the police know it is there and knew about Kevin Mathers but could not discuss it with them further. This leads Maddy and Brigid to go and visit Mathers again in search for Andrew. However they come across Mathers himself who confesses to them that he did kidnap and kill Cameron Seymour. He told the girls that it was because of the pebbles that were thrown onto his roof that Cameron ran off and as he grabbed him, he pushed him and he fell. After Mathers confession Maddy receives a letter from Andrew who had actually run away to Sydney so he did not have to go and live in the USA with Jackie and Justin. Once he had arrived back home Maddy realised that in searching for Cameron Seymour she had been searching for part of herself as well.

Grade 11 – Whole Class Learning Activities

- The whole class sits on chairs in a circle with one student standing in the centre of the circle. The student sitting in the middle takes on the role of a central character such as Maddy, Madeline, Andrew, Brigid etc and informs the group. The students who are sitting on chairs in the circle are asked to think about what information within the novel was backgrounded. Students are then required to ask the character in the centre their questions, which the character then has to devise a possible answer for. At the end of the hot seat, the class discuss why the author may have chosen to background this information for the reader. This activity can be repeated a number of times.
- Maddy tells the reader in Chapter Six that after her and Brigid's reconciliation they were proper friends for the first time. Chart Maddy's and Brigid's friendship of the course of the novel examining Starr's binary oppositions at work, as well as their individual attitudes, values and beliefs.

Grade 11 – Small Group Learning Activities

- Select a short extract from Chapter Six and transform the whole extract from the first person point of view to the third person point of view. In your groups brainstorm using a concept map how this language change affects the way the story is told and how it might affect its audience appeal. Present your brainstorm to the class for discussion.
- Madeline and Maddy deal with an array of emotions over the course of the novel including grief, loss, guilt and anger. In pairs, interview your partner about their life and ask them to describe the strong emotions that they have encountered during their life so far. Write up your biographic profile of your partner, exploring the ways that different sections of information would influence the representation of your partner.

Chapter Summary

Just as the reader had suspected, Ken Richardson asks Madeline out for dinner as she begins to pack up her things and return to Rockhampton. Chapter Seven is set in the present with the adult Madeline handing Ken a business card as she won't be in town for a dinner date. As the novel begins to wind down some questions remain unanswered and are soon revealed as the reader moves on. What happened to Maddy and Andrew Cameron's teenage love affair and Kevin Mathers imprisonment? Through her conversation with Ken, Starr reveals that Madeline married Andrew and had a son Lachlan, but now are getting divorced after his high profile swimming career dwindled as well as their marriage. Nicole, his fiancée was one of his swimming students in his coaching days. Kevin Mathers will go to court then to jail and will never be near children again. As Madeline steps in to an orange taxi and travels back to Rockhampton she writes her case notes. Remembering back to her confession with Mathers earlier that day, Madeline had expected absolution but received nothing. She asks questions of herself as to whether Mathers would have re-offended if Seymour had not died and been jailed for it. Starr's final paragraph finds Madeline thinking of Lachlan, the one thing that really matters.

Grade 11 – Whole Class Learning Activities

- Madeline Jeffreys has been influenced by a variety of discourses that have shaped her assumptions, attitudes and values about the world around her. As a 'whole class' write an auto/biographical excerpt on the different types of discourses that influenced her as a young person and her as an adult.
- Design a comprehensive concept map analysing the different themes and issues within Starr's novel 'The Kingdom Where Nobody Dies', making reference to the text itself.

Grade 11 – Small Group Learning Activities

- Design and develop an informative advertising brochure for the One Book One Brisbane novel 'The Kingdom Where Nobody Dies'. When designing your brochure, experiment with how signs and symbols can produce a variety of meanings.
- It has been said that Starr's novel is brought to a tidy end with an inconclusiveness poised between faint hope and bleak despair. In your groups brainstorm what you think happened when Madeline returned back to Rockhampton and when Maddy relocated to Rockhampton with her father.

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PART THREE - ASSESSMENT TASKS FOR INDIVIDUALS AND SMALL GROUPS:

The following assessment tasks have been designed for Grade 11 and 12 students studying the One Book One Brisbane novel 'The Kingdom Where Nobody Dies' by Kimberley Starr. Constructed in line with the current Queensland Board of Senior Secondary School Studies Senior English Syllabus (2002), the assessment tasks have been prepared for students within the synthesising phase who have completed reading and studying the novel. These assessments tasks include both written and spoken tasks and range from analytical expositions to imaginative texts.

Grade 11 – Individual Assessment Tasks

Persuasive (Written):

- The Courier Mail 'Headstart' Editor has requested a written review of between 600 – 800 words on Kimberley Starr's first published novel 'The Kingdom Where Nobody Dies'. The Editor is interested on the representations of youth that operate within novel. Your critical review should also include references to young people's rites of passage within Australian contemporary literature today.

Persuasive (Spoken):

- 'The Kingdom Where Nobody Dies' epigraph by Edna St Vincent Millay initially seems to be placed in irony. However, in the end, it is a celebration of the triumph of the quotidian.' Discuss this statement in a 3 – 4 minute presentation by analysing each texts genre, operating discourse and subject matter. Your presentation should also include references to the use of intertextuality within and by the two texts

Grade 11 – Small Group Assessment Tasks

Imaginative (Spoken):

- The Queensland Writers Centre are hosting a special function for Kimberley Starr as her novel 'The Kingdom Where Nobody Dies' has been nominated for this year's Dobbie Award for a first novel by an Australian woman. The Centre has asked you and your group to take between 2 – 3 minutes per person and transform an extract of our choice from the novel into a dramatic re-creation to perform at their celebration evening.

Analytical (Spoken):

- You are a presenter for the ABC's Arts at Lunch program. Your producer has asked you and your co-hosts to discuss Kimberley Starr's 'The Kingdom Where Nobody Dies' in a panel/debate setting for 2 – 3 minutes per presenter. During the discussion you and co-hosts examine the novel's aesthetic appeal that may or may not excite the reader to read along with the novel and accept its invited meanings.

Grade 12 – Individual Assessment Tasks

Persuasive (Written):

- The ironic title of Kimberley Starr's tension driven novel 'The Kingdom Where Nobody Dies' comes from Edna St Vincent Millay's epic poem. After reading both texts, write an 800 – 1000 word feature article for the next Crime Writers Queensland Anthology discussing the operating discourses, registers and reading positions taken up by the reader within each text.

Analytical (Spoken):

- In Kimberley Star's gripping crime novel 'The Kingdom Where Nobody Dies' she tells parallel stories of Maddy the adolescent and of Madeleine the thirty-something separated mother. Prepare and present a 4 - 6 minute seminar for your class deconstructing the stylish conventions used within the novel as well as the central character's attitudes, beliefs and values in regards to particular cultural contexts.

Grade 12 – Small Group Assessment Tasks
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Imaginative (Spoken):

- The Australian Theatre for Young People in Sydney have commissioned you and your group to chose a critical moment from Kimberley Starr's 'The Kingdom Where Nobody Dies' and transform it into a dramatic re-creation. They have allocated your group between 3 – 5 minutes per student and will be performed in front of a live audience. This audience will then determine if this novel is suitable for stage production.

Reflective (Spoken):

- Kimberley Starr regards her first novel 'The Kingdom Where Nobody Dies' as her 'Brisbane' book. In a text that couldn't be set anywhere else but in Brisbane, Starr writes about the past and present era while taking the reader on a wistful journey. The One Book One Brisbane producers have asked you and your group to organise and present a forum discussing the operating discourses and representations inherent within the novel, focusing on Brisbane's attitudes, values and beliefs.

ONE BOOK ONE BRISBANE LEARNING KIT

NEWS ARTICLE:

At the moment you are probably sitting in your classroom reading novel after novel and wondering if someone will ever read a novel that you've written. You have probably got heaps of short stories in your writing journal and your Grandma even has that story you wrote when you were five about your talking hairbrush. But you're a bit unsure if your dream will ever become reality. Well, I talked to three newly published Brisbane authors who told me about their journey to a living dream.

Rebecca Sparrow's first published manuscript 'The Girl Most Likely' was the 2004 winner for the One Book One Brisbane competition. Born in 1972 and living in Brisbane, Rebecca worked various jobs as she began her career in travel writing such as selling touch lamps, nannying and being a secret shopper. But it was not until Nick Earls, another Brisbane writer suggested to her that she write a novel. Her first question to him was "how long does a novel have to be?" He told her that "although there is no set length, an average novel is usually around 75, 000 words". She nearly fell off her seat when she heard this mindboggling number. But she thought it about some more and eventually realised that writing a story is about breaking it up into little parts, like a jigsaw puzzle. So when Rebecca began writing her novel she cut out the Top Ten Book list in The Courier-Mail. She liquid-papered out the name of the book that was in the number one spot and wrote her name and her book in its place! She said that "in order to achieve a goal, you need to visualise yourself achieving it. If deep down inside you can't 'see' yourself achieving a goal it's most likely that you never will". By looking at the list everyday she began to realise that not only could she write a novel, but also get it published and get it into the Top Ten. Two years later, she completed writing her first novel and had it published. The novel then spent four weeks at the number one spot in the Courier Mail's Top Ten. Rebecca's living dream did turn into reality due to her determination and

The Living Dream

July 2005

persistence. But another Brisbane writer, Grace Dugan, had a very different journey.

Grace wrote her first novel over the summer holidays while still in high school and was determined to find out as much about the publishing industry as she could. So when she was 15 she joined the Queensland Writers Centre (QWC) and through it found the Vision Writers Group which introduced her to peer-critiquing. While she was at school she also attended a few QWC workshops and master-classes where she met Kim Wilkins and other published writers. It was in year 12, straight after she sat the QCS that Grace went along to the World Science Fiction Convention (WorldCon) where she tried to (unsuccessfully) sell her first novel. A few weeks after she returned, she began writing what would be her first published novel. Nine months later she had finished her first draft and had began university, studying a BA in Peace and Conflict Studies at UQ. During this time Grace also received a QWC young and emerging writer's mentorship with Sue Gough on re-writing this novel. Over the next couple of years, Grace attended a variety of writers' festivals and conventions, however her biggest break had nothing to do with personal connections. She was accepted into the Varuna Manuscript Development Awards program, run by the Varuna Writers House in conjunction with Harper Collins. The program was free and involved spending ten days working with an editor from HarperCollins on one's manuscript, with the idea that they would acquire it once all the revisions were finished. Here Grace was able to work with an editor which she found quite thrilling. When she finished university Grace studied a course in English language Teaching and got the perfect writer's job at Griffith University teaching English to international students part-time, giving her enough money to continue her dream of

becoming a published writer. At this time she was also involved in starting up a six-week short fiction workshop in Brisbane for Science Fiction writers called Clarion South and attending Clarion, its sister workshop in the USA. However, just before she headed off to the states she submitted a new draft of her previous novel to Harper Collins. Unfortunately though, Grace's novel was not accepted to be published. When she returned from the states, Grace received a call from her publishing agent telling her that her novel had been accepted by Penguin and would be published in July 2006. From when Grace started writing with real seriousness, it took about eight years for a publisher to accept one of her novels. But she says if there was something that she could make different it would be a "healthy dose of self-delusion and a constant application of discipline as novels don't write themselves". She would set herself daily word counts or monthly quotas to do and she always believed that the novel she was currently working on would end up on book shelves.

Kimberley Starr, winner of this years One Book One Brisbane, told me, just as Grace did, that writing is a very solitary process and having people around who appreciate the art-form is very important. Genre specific groups such as Fantastic Queensland, Crime Writers, and Romance Writers offer advice and provide an outlet for writers to share their feelings that come with writing, including getting rejected, and let you know that you're not alone. Kimberly was only eight years old when she had her first piece of writing published. Although it was only published in her primary school newsletter for Book Week, she knew that this would be her dream career. Kimberley had to wait another 25 years to finally achieve her goal of being a published author. It was through submitting her manuscript to the Queensland Premier's Literary Award for

Best Unpublished Manuscript that she began to live her dream. Kimberley won the award for 'The Kingdom Where Nobody Dies', wherein part of the prize included the University of Queensland Press publishing the work. Since finishing her first book, she has since completed another manuscript and has started preliminary work on a third. However, now she has had her work published and is living her dream she has realised one thing, "you have to learn how to write a novel afresh with each new one that you do. Nowadays it's more than learning how to write a novel and getting it published, (now) its learning how to write that particular novel".

Kimberley Starr, Grace Dugan and Rebecca Sparrow are just three among many Brisbane writers that are living their dreams. Queensland is a very generous state in terms of literary award support to unpublished authors and has a variety of organisations and groups to assist young and emerging writers. So don't just sit there, get active!

By Leigh Smith

Fantastic QLD are able to arrange author talks and writing workshops in your school. We focus on authors from the fantasy and science fiction genres, but also young adult fiction generally. Please contact Kate Eltham for info: ph 0407 695 950 or email kate.eltham@fantasticqueensland.com

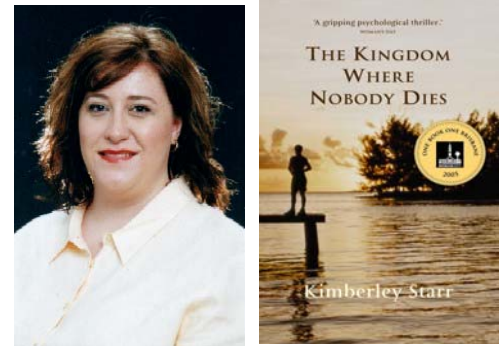
Complete the activities below by using the World Wide Web:

1. What is peer-critiquing?
2. What is the Queensland Writers Centre and what do they offer their members?
3. Find The Courier Mail's Top Ten Book list and research if any of the books are from first time published authors.
4. What is the World Science Fiction Convention and when is it being held next?
5. What does the QWC writer's mentorship offer young and emerging writers?
6. What does the Varuna Manuscript Development Awards program entail?
7. What is a publishing agent?
8. What does Fantastic Queensland, Romance Writers and Crime Writers all have in common?

ONE BOOK ONE BRISBANE LEARNING KIT

60 SECOND INTERVIEW:

Kimberley Starr was born in the USA in 1970, and arrived in Australia as a young child. Since then she has lived in Armidale, Sydney, Canberra and Toowoomba before moving to Brisbane. She has published book reviews, short stories and is currently working on her second novel. She studied English Literature at Sydney University and Macquarie University and writing at University of Queensland. Kimberley now lives in Brisbane with her husband and two sons.



1) *In reading 'The Kingdom Where Nobody Dies' the Brisbane Landscape and community plays an important role in Maddy's exploration. How important was it to you that the novel was set against a Brisbane landscape and community?*

I imagined a lot of the material that went into 'The Kingdom Where Nobody Dies' while I was on location so to speak, walking along the river near my house. But writing is very much an act of imagination; perhaps the solitude I was able to enjoy on such walks, and the contemplation of place afterwards, contributed as much towards my conception of location as the place itself. There's something of an interaction that goes on between an author and his/her material in the process of creation. The river was particularly important to me as it seems to symbolise the area where nature and civilisation meet. Just as people are divided between their animal and civilised selves, the city, no matter how modern and cosmopolitan, is still influenced by the geographic and environmental factors that went into the choosing of its location.

Brisbane is particularly rich in story potential to me at the moment because it's where I live and I'm aware of some brilliant writing that other local authors are producing. There are sides of Brisbane that haven't greatly featured in its literature. As a writer, an enjoyable part of my work is considering how to explore these. I'm particularly interested in the stories of suburban life because this is where most people live, in Brisbane and in other Australian cities. I'm interested in the intimate history of peoples lives, in the personal relationships, the small scale triumphs and devastations that thrum through our streets.

2) *Your exceptional style of writing brings up powerful images for the reader while they take a journey through time with Maddy. Would you be able to offer any advice for Brisbane Secondary School students interested in creative writing on how to develop their writing skills?*

I began *writing 'The Kingdom Where Nobody Dies'* on my own, although I'm now studying creative writing at UQ, and had most of the manuscript finished before I began the course. Brisbane has a variety of Creative Writing programs available now and a number of inspiring teachers. Perhaps there's still some debate about whether creative writing can actually be taught, but it can certainly be encouraged and encouraged to develop; that seems to me to be the role of the best teachers. All that said, my own educational background is in the study of literature. I was very fortunate to have lecturers who actually loved literature although I sometimes suspect this is not always the case.

It's difficult to think in terms of advice though; everyone's expectations and desires from higher education are so different, and as a teenager wanting to pursue a literary career, whether to study literature or creative writing is something that would have perplexed me. Particularly in this age of the humanities in crisis one thing I do believe is that the best way to learn to write is to read, and to read a lot. Read the classics, read contemporary novels, read Australian authors and overseas writers, read novels, read poetry. Try to understand the fullness and richness and complexity of the art form you want to contribute to. If you want to write books, try to understand what makes stories work, why certain tales and characters are still meaningful for readers' centuries after they were created. Read Shakespeare, read Freud. Be fascinated by what you read!

ONE BOOK ONE BRISBANE LEARNING KIT

RESOURCE LIST:

It is recommended that students study the One Book One Brisbane novel in partnership with a range of communities and educational sources and use this as a potential springboard into further study.

WEBOGRAPHY:

One Book One Brisbane – Brisbane City Council: Provides information on the 2005 program as well as the past recipients.

Website Address: http://www.brisbane.qld.gov.au/BCC:STANDARD::pc=PC_1632

One Book Promotion: Supplies information on other One Book projects from around the world.

Website Address: <http://www.loc.gov/loc/cfbook/one-book.html>

Pierce County Library System (Book Clubs): Presents information for keen bookworms on how to set up their own book club.

Website Address: http://www.pcl.lib.wa.us/BG_WCB_howtos.htm

Edna St. Vincent Millay Website: The full poetic work of 'The Kingdom Where Nobody Dies'.

Website Address: <http://lennon.pub.csufresno.edu/~kds31/mil3.html>

Kingdom Crowned By Chad Parkhill: An in-depth review referring to Starr's novel 'The Kingdom Where Nobody Dies' and a number of other sources discussing child abuse within contemporary literature.

Website Address: <http://reviews.media-culture.org.au/sections.php?op=printpage&artid=225>

Novel Ideas - the marriage of books and Brisbane by Kate Cuthbert: Discusses the One Book One Brisbane program and other similar projects including the diversification of the competition.

Website Address: <http://reviews.media-culture.org.au/sections.php?op=viewarticle&artid=218>

Kimberley Starr: the official website for Kimberley Starr, the author of 'The Kingdom Where Nobody Dies'.

Website Address: <http://users.bigpond.net.au/elliiget/kimse/home.htm>

Brisbane River Map: Lists the suburbs along the Brisbane River and also gives historical information which could be a useful resource.

Website Address: <http://www.ourindooroopilly.com/brisbane-river-map.html>

Breast Cancer – Heath Matters: Details the causes, symptoms, diagnosis, staging and treatment, prognosis and screening of Breast Cancer.

Website Address: http://www.abc.net.au/health/library/breastcancer_ff.htm

Criminal Profiling - The Process of Criminal Profiling when applied to a Serial Killer by Susan Jones: Although a lengthy paper, Jones outlines in depth the role of a criminal profiler and the process, particularly in paragraph one, after the Abstract.

Website Address: http://www.adherents.com/misc/hsk_CriminalProfiling.html

Queensland Office of Arts and Cultural Development: Informs emerging artists and writers of a variety of funding avenues available to them in through the Queensland State Government.

Website Address: http://www.arts.qld.gov.au/grant_apps.asp

Australia Council for the Arts – Literature Board: Informs emerging artists and writers of a variety of funding avenues available to them through the Australian National Government.

Website Address: <http://www.ozco.gov.au/grantFinder.aspx?artformID=265>

2003 Queensland Premier's Literary Awards Judges' Comments: Providing general comments about the best emerging Queensland author category, including 'The Kingdom Where Nobody Dies'.

Website Address: <http://users.bigpond.net.au/elliget/kimse/judgescomments.htm>

Selection of Newspaper Articles

Courier Mail (BAM – 18th Sept 2004, p6): '*Intriguing Novel Shimmers with Atmosphere*' by Di Dempsey takes an in-depth review of the novel looking at its characters and story structure. **Website Address:** http://www.uqp.uq.edu.au/book_details.php?id=0702234745

Courier Mail (Home – 4th Sept 2004, p27): '*Home Truths – A walk on the wild side*' by Amanda Horswill is an easy read review that looks at Starr's home life and working life while studying her Masters degree. **Website Address:** http://www.uqp.uq.edu.au/book_details.php?id=0702234745

Sunday Telegraph (Easy Read – 26th Sept 2004, p14): '*On the Verge: Kimberley Starr – Young Mum charts a chilling crime in her debut award winning novel*' by Carries Hutchinson takes a look at Starr's research into the book as well as the story itself. **Website Address:** http://www.uqp.uq.edu.au/book_details.php?id=0702234745

Weekend Australian (Review – 11th Sept 2004, p15): '*A river runs through it*' by Jill Rowbotham addresses Starr's writing techniques, using the Brisbane River as a central role in the landscape and how.

Website Address: http://www.uqp.uq.edu.au/book_details.php?id=0702234745

Canberra Times (Panorama – 4th Sept 2004, p21): '*Troubled Families*' by Peter Pierce writes an in depth account of the story and discusses the weak and strong points within the novel. **Website Address:** http://www.uqp.uq.edu.au/book_details.php?id=0702234745