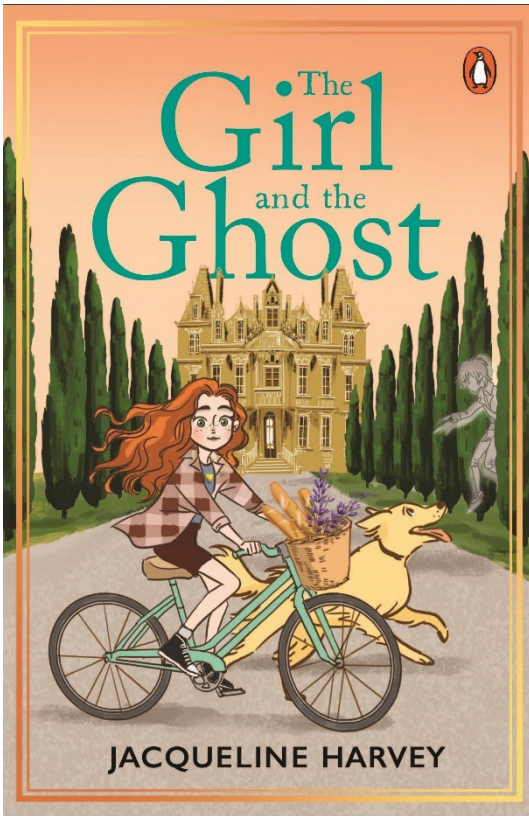




Teacher's Resources



RECOMMENDED FOR
(ages 9+; years 4 to 8)

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KEY CURRICULUM AREAS

- Learning areas: English, History, Geography, Arts and Languages
- General capabilities: Literacy; Critical and creative thinking; Intercultural understanding; Personal and social capability

REASONS FOR STUDYING THIS BOOK

- This story is full of adventure, mystery and fun to keep readers engaged.
- Celebrates writing, friendship and family.

THEMES

- Friendship and family
- Identity
- Historical fact vs. fiction
- Art
- French culture

PUBLICATION DETAILS

ISBN: 9781761349409 (paperback); 9781760149741 (ebook); 9781761353956 (audio book).

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PLOT SUMMARY

When almost-thirteen-year-old Josephine Eloise Thomas moves from Sydney to a chateau in the southwest of France, she expects many things – adventures, inspiration for the stories she loves to write and maybe finding out more about her French mother, who tragically died when she was a toddler. What she doesn't expect is to find a beautiful gold locket with the ghost of Louis XVII trapped inside!

After being accidentally released into the twenty-first century, the young prince proves to be annoying, strange and obviously from another time. He also believes that Josephine is not who she says she is.

Then, there's Gabriel. The grandson of the local baker – French, beautiful, an artist and definitely not a ghost.

When Josephine and Gabriel venture to the shadowy Chateau Du Lac next door to her home, the secrets become more sinister. With Louis's help, can Josephine and Gabriel discover what her neighbours are really up to and solve the mystery of Louis and the locket too?



Teacher's Resources

The Girl and the Ghost

ABOUT THE AUTHOR

Jacqueline Harvey worked in schools for many years but has had a passion for storytelling since she was a child.

She is the author of the popular Alice-Miranda, Clementine Rose, Kensy and Max and Willa and Woof series, which have sold almost two million copies in Australia alone. In 2022, she released a picture book, *That Cat*, illustrated by one of her former students, Kate Isobel Scott. The pair has since gone on to publish *The Daring Tale of Gloria the Great* and the Kevin the Sheep series. Jacqueline's books have received numerous shortlistings and awards while her picture book, *The Sound of the Sea*, was a CBCA Honour Book.

Jacqueline speaks to thousands of young people at schools and festivals around the world and says the characters in her books are often made up of the best bits of children she's met over the years. While she is not a twin, like Kensy and Max she does have excellent powers of observation and has always thought she'd make a great spy.

She has narrated over thirty audio books.

Jacqueline lives between Sydney, Australia, and Queenstown, New Zealand. Her new book is *The Girl and the Ghost*.

AUTHOR'S INSPIRATION

Jacqueline says:

The idea of writing about a ghost in a locket who turns out to be a prince was fuelled by an unlikely true story that happened to me when I was in Singapore in 2023. I was doing a signing at Kinokuniya bookshop on Orchard Road when my dear friend and fellow children's author, David Seow, pointed out that there was a prince in the store. I was reluctant to believe him at first, but given David is the best star spotter in the known universe, I soon realised that he wasn't pulling my leg. The presence of at least six black-clad bodyguards confirmed it. David and the staff suggested that I should

approach the prince and give him one of my books. That really didn't seem like a good idea at first – I mean, how embarrassing – but thinking about it for a few minutes, really what did I have to lose? Except perhaps my dignity and potentially my life if one of the bodyguards took exception to my approach.

After a few deep breaths, I decided that the risk might be worth the reward. I steeled myself and, Willa and Woof book in hand, walked up to the very good-looking young man who was standing on his own in front of one of the book displays. 'Excuse me, your royal highness,' I said and was swiftly surrounded by six bodyguards demanding to know what I wanted with the prince. I hastily explained and gave a sigh of relief when the prince waved them away. Hence, I met Prince Abdul Mateen, the tenth child and fourth son of the Sultan of Brunei (who was once the richest man in the world). Prince Mateen was charming and asked me to sign the book for him. I did – and it was awkward because when I shook his hand, I still had the pen clamped in my fingers. David very politely asked if we could take a photograph – the Prince agreed. My husband, Ian, took pictures of David taking the photos with the bodyguards in the background. I think my heart was pounding for hours afterwards!

From Singapore we ventured to France, where we stayed for the next five weeks. We travelled the length and breadth of the country but I particularly fell in love with the Périgord Region in the south west, notably Sarlat-la-Canéda, Saint-Geniès, Les Eyzies and Rocamadour. We visited a number of chateaus and I found myself wondering what it would be like to live in one of these grand old buildings. We also spent a few days in Versailles, exploring the palace and the town. I love history and yearned to know more about Marie Antoinette and her family.

So it was on this trip that the idea of *The Girl and the Ghost* was born. A chateau, a young Australian girl, a locket and a prince who just happens to be a ghost – what more could I want!



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Pre-reading Questions

1. Look at the cover of *The Girl and the Ghost*. Based on the title and the illustrations, what do you think the book is about? Where do you think it might be set? Can you identify what the book's genres (like fantasy, action, crime) are?
2. Now, read the blurb and add to your ideas about what the story might be about and the concepts it might explore. What elements capture your interest?
3. Have a go at writing a paragraph about what you think will happen in the story. Then, once you have finished reading the book, re-read your paragraph and see if you were close. You might like to swap your answer with the person next to you and see what they thought would happen too. Which version do you like better?

Writing Style

In *The Girl and the Ghost*, Jacqueline Harvey incorporates many different forms of writing to elevate the story. In addition to the third-person present tense prose, we see Josephine's diary entries and the emails between her and her best friend Harriet. A story in the form of written correspondence (diaries, letters, newspaper articles, etc.) is referred to as an **epistolary** novel. Some examples include *Frankenstein* by Mary Shelley and *Diary of a Wimpy Kid* by Jeff Kinney. This narrative style helps create a more intimate and personal connection between the reader and the characters within the story. Its immersive quality also allows readers to gain better insight into the minds of characters.

Questions and activities

1. Select one of the diary or email entries. Read through your selected entry and write down all the ways it adds something to the story. Do you get to know more about the plot? Does it show us about the character's feelings? Does it give the reader a different viewpoint into one of the character relationships?

An example might be the diary entry on p. 95, which discusses an argument between Josephine and Louis. It shows us Josephine's inner state and the rockiness of their friendship at this moment of time. By being a diary entry (with the first-person narration), we can better connect with Josephine's

emotions than third-person narrative usually gives us access to.

2. Why do you think the author chose to write *The Girl and the Ghost* in third-person narration rather than first-person narration? What are the differences between the two tenses and how does that change the impact on you as a reader? Can you identify another novel that is written in third person? Discuss your findings with the person next to you.

To help, you might like to read the diary entry, which is in first person, and see how it reads different to the rest of the story.

KEY STUDY TOPICS

Historical fact vs. fiction

Jacqueline says:

The Girl and the Ghost is a work of historical fiction mixed with a considerable amount of historical fact. I have thoroughly enjoyed entwining the history and geography of France in this book, the first in a series.

Louis XVII (the Seventeenth) was the second son and third child of Marie Antoinette and Louis XVI. He was born Louis-Charles, Duke of Normandy, in Versailles, France. He became the Dauphin of France (king in waiting) following the deaths of his father, Louis XVI, and his older brother, Louis Joseph Xavier François, who died at the age of seven. Louis XVII had two sisters. Marie-Thérèse Charlotte lived until she was seventy-two – in exile outside of France following the revolution. Louis's younger sister, Sophie Hélène Béatrice, died when she was eleven months old – likely of tuberculosis, the same disease that is reported to have killed Louis and his older brother.

Louis XVII was imprisoned in the Temple in Paris during the revolution and separated from his mother. He was in the care of Antoine Simon, a cobbler, and his wife. During the period known as the Bourbon Restoration, many of the Temple records were destroyed; so, much of what is known about Louis appears to be speculation. Some believe that after the Simons left the Temple, Louis was put into a dark room and treated like an animal. His food was allegedly passed to him through the iron bars and he was left entirely on his own, to live in filth. According to legend, no one entered the room for almost a year.



Teacher's Resources

I have used this period of uncertainty to change Louis's story. The idea that someone helped him escape to the fictitious Chateau Du Lac in the Périgord region of France allowed me to give Louis some extra time. For the purposes of my story, Louis had to be older – so he and Josephine were contemporaries, and he wasn't just an annoying younger-brother figure.

According to history, Louis XVII died on 8 June 1795 at the age of ten. During the autopsy, the doctor was shocked to find the boy's body covered in scars, which points to earlier ill treatment and perhaps confirms the theory of his isolation and beatings by his captors. Following a tradition of preserving royal hearts, Louis's was removed and smuggled out of the autopsy by the doctor, Philippe-Jean Pelletan. Hence his heart wasn't buried with the rest of his body. For me, this action gave rise to the idea that Louis somehow became a ghost.

His love for Madeleine is completely fictitious. There was no such girl, although I would prefer to think that my version of events may have occurred, and Louis had some happiness in his short life.

Questions and activities

1. *The Girl and the Ghost* artfully blends fact and fiction. Can you identify other books/movies/shows that draw on a particular historical period and pinpoint and incorporate things that happened during this time into the fictional narrative?

An example might be *The Boy in the Striped Pyjamas* by John Boyne.

2. Drawing on the information provided about Louis XVII above, research this young prince and find out more facts about his short life. Share your findings with the class.
3. The French Revolution was a period of turbulence and uncertainty in France, resulting in a period of great political and social change. Have a go at researching the conflict of this time period and jotting down the main events. What were the defining features of this period?

This could be the main historical figures, the results of the war, etc.

4. What kind of fictionalised story about Louis XVII would you write about knowing the events of his life? Try writing a short story using Louis XVII as the main character. He doesn't have to be a ghost in this version. Use your imagination!

Friendship

... Along with Harriet, [Louis] is my best friend in the world, even if he is a ghost. (p. 325)

Friendships are a big part of our lives. Harriet is Josephine's closest friend and, throughout the course of the story, Louis becomes her best friend too.

Questions and activities

1. By the end of the book, Josephine and Louis have formed an irrefragable bond, based on trust, loyalty and love. This wasn't always the case as the start of their friendship was quite rocky. Pinpoint a moment in the novel that this was the case, and another moment that you think was pivotal in bringing Josephine and Louis closer. How did this moment help them accept and understand one another?

An example might be when Louis saves Josephine's dad from falling off the ladder.

2. *Ever since they were little, the pair have loved mysteries and writing stories about strange happenings in their neighbourhoods or at school. They adore the same books – Alice-Miranda, Kensy and Max, Friday Barnes to name a few – and decided early on that when they grow up Josephine will write novels and Harriet will start a detective agency. Josephine can use Harriet's real-life cases as inspiration for her stories. (p. 88)*

Josephine has been friends with Harriet for most of her life. They've managed to stay close despite Harriet living in Singapore and Josephine moving to France. How have they managed to keep their connection while living so far from one another? Do you have any friends that you don't see as often? What do you do to keep in touch and maintain the friendship?

3. What does friendship mean to you and why is it important? List your favourite qualities about your friends. You might want to share this with them and ask them to do the same for you.

Identity

Now that we're here, I'm planning to start searching for information about my mum – given there's nothing about her on the Internet. I guess she mustn't have been a big fan of social media, like me. I wish I could remember her, but she died when I was so little. Dad wants to help me. He never really knew much about her life in France



Teacher's Resources

before she came to Australia and met him – just that this is the area where she grew up – but we don't even know exactly where. And Ellie – the world's absolute best stepmother EVER – wants to help as well. It makes me feel less weird about it, knowing that she wants to find out about Mum too. (pp. 15–16)

Almost a year ago, when Josephine had been helping her father clean out their garage in Sydney, she came across a mildewed backpack that had been cast aside under some old camping equipment. She was stunned to pull out a small photo album containing pictures of her mother, Aurelia, when she was at school. There were some of Aurelia with her parents as well. Josephine's dad never got to meet his in-laws and up until the discovery of the photo album, he hadn't known much more about where Aurelia had lived as a child, other than the region. Josephine had used all her detective skills to discover that her mother, an only child, had attended the same school in Sarlat-la-Canéda where she was going to start after the holidays. In one of the photos, there was a sign with the school's name in the background, but Josephine needed a magnifying glass to confirm it. That was one of the main reasons the family had looked for a chateau in the area – and as luck would have it, they found the perfect place to bring their hotel dream to life in the Chateau Margaux. (pp. 25–26)

'... It's hard to believe that Mum died so young – before I had time to know her at all. Who would have thought you could have a brain haemorrhage at thirty? It just goes to show we really need to make the most of every minute, because you never know what's around the corner.' (p. 27)

Questions and activities

1. We find out that the family's move to Saint-Geniès is primarily because of Josephine's discovery that her late-mother grew up there. In her desire to find out more about who her mother was, what do you think Josephine learns about herself? See if you can map out a character growth chart, pinpointing key moments.

An example might be her bravery when she and Gabriel are captured.

2. Throughout the story, Louis insists that Josephine is Madeline – a girl Louis was in love with when he was alive. When they come across the painting of Madeline, both Josephine and Gabriel are shocked by how much Josephine and Madeleine look like twins. What do you think this could be

foreshadowing? And what that might mean for Josephine who is trying to uncover more about her mother, and her roots?

3. *Better still, she should write in her diary. When Harriet gave her the beautiful gold journal as a farewell present just before she left for Singapore, Josephine vowed that she would fill it with her thoughts and adventures. She has some story ideas she's written in one of her tiny notebooks too. After an author visited her school last year, Josephine has made sure she a pocket. Though she has hardly written a word half-sized pink pencils, which all fit neatly into has something to write on at all times – given she plans to be a writer too, when she grows up. Ellie bought her the cutest little pink flip pads and lately with so much else going on.* (pp. 40–41)

Josephine is an aspiring writer, with a deep love for literature. The practice of keeping a diary and journaling has multiple benefits. It can serve as an act of self-reflection, improve creativity and can also be cathartic. This is true for Josephine too – think about how her diary is her only confidant, as she feels she can't tell anyone about Louis just yet. The act of journaling helps her unpack everything that is going on in her life and understand herself a bit more. Try and find specific examples of her journaling that supports this statement.

Questions and activities

1. Do you have a diary? If you do, how often do you write in it? How does it help you?
2. **Intertextual allusion** is a literary device when a text directly references another text. In *The Girl and the Ghost*, various pieces of literature are mentioned by the characters. Go through and identify them. Are there any that are familiar to you? If not, Google what these books are about – do they interest you? Have you perhaps read a modern version of this work, or a similar story? If so, what were they?

An example of this is when Josephine tells Harriet and Ellie that they are 'a pair of Mrs Bennets' (the meddling mother from *Pride and Prejudice*).

3. Writing is important for Josephine as it's what she wants to do when she grows up. Writing about finding her mother also helps Josephine feel connected to her. Why is the act of writing so powerful? Discuss with the class.



Teacher's Resources

Tropes

The Girl and the Ghost explores multiple genres. This includes – historical fiction, the supernatural, adventure, mystery and romance. Genres often come with their own tropes. These are recurring themes, motifs or plots that are common across many books in that genre.

Questions and activities

1. What is a trope? How can you explain it?
2. Can you identify other tropes from all the different genres that are explored in this story? You might like to research specific tropes online and then find examples within the text.

For instance, the slow burn nature – that is, a love developing slowly through Gabriel and Josephine's friendship – is indicative of the romance trope. A ghost being part of the story is a typical trope featured in the supernatural genre.

3. Can you spot these tropes in other books you've read or movies you've watched? Do they play out the same as they do in *The Girl and the Ghost*, or are they explored differently?
4. If you read other genres to those in *The Girl and the Ghost*, what other tropes or recurring plots have you spotted in those genres? For instance, fantasy novels might include tropes such as 'the chosen one' or a quest or an evil overlord; crime novels often include red herrings or a big reveal featuring all the suspects; horror stories might include a haunted house.

Setting

In *The Girl and Ghost*, we get a real sense of setting. Set in rural France, we are exposed to the culture, food scene and weather of Saint-Geniès, Sarlat-la-Canéda, *La boulangeries* (the bakeries) and even the various chateaus. The author makes you feel like you're in sunny France, alongside Josephine.

1. What is setting, and why is it important?
2. Find a description of one of the locations within the text. What mood do you think the author is establishing? How is the author setting the scene? Think about descriptions of the food, weather and buildings that trigger the five senses – i.e. touch, sight, hearing, smell and taste. For instance, maybe the French treats

being described trigger your taste sense and transport you to being in a *boulangerie*.

Once you've thought about this, Google the location to find a picture. Does the description give an accurate representation of the real-life picture/photo you've found?

3. Have you been to France or tried one of the French foods mentioned? What was your favourite part? If you haven't, is there a specific part of France you would like to visit, or a food you'd like to try? Share your answers with the person next to you.

Language

Being set in France, we see a lot of French words spoken by the characters within *The Girl and the Ghost*.

Questions and activities

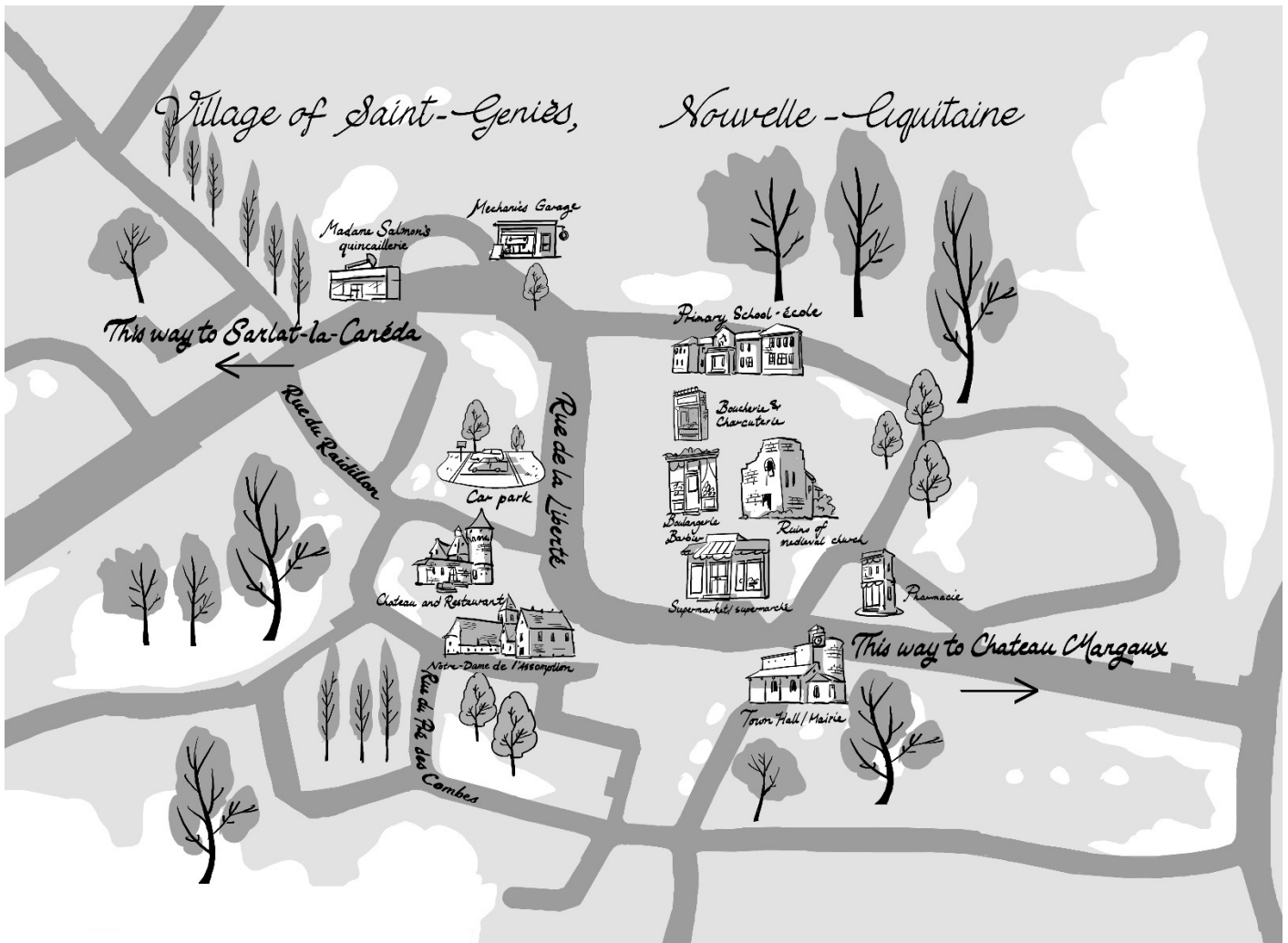
1. Have a look at the glossary at the front of the book. Record yourself saying the French words, practising with the person next to you.
2. Now, have a go at saying these words within some sentences. Try and include as many French words as you can within the same sentence or two. Which words are your favourite?



Teacher's Resources

WORKSHEET – Mapping Your Town!

Have a look at the below map of Saint-Geniès. Using this village as a reference point, draw a map of your own town or neighbourhood. Remember to draw little icons of the various landmarks and name them! (This could include your home, school, local shopping centre, a sporting field, etc.) Once you're done with your map, swap it with someone else's and compare the two maps. What's similar? And what's different?





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WORKSHEET – On Artwork

In *The Girl and the Ghost*, the artworks mentioned have been stolen. All but one is still missing. For each of the paintings below, find a picture online and answer the following questions.

1. What do you think this piece is about? Identify some visual techniques (for instance: composition, symbolism, etc.) used by the artist and explain its impacts. Why might the artist have employed these techniques?
2. What emotions does this painting evoke in you?
3. Find out more information on the disappearance of this piece, detailing where and when it stolen.

- ***The Storm on the Sea of Galilee*** 1633 by Rembrandt van Rijn
 - ***Poppy Flowers*** 1887 by Vincent Van Gogh
- ***The 12 Panel Ghent Altarpiece*** (commenced mid 1420s completed 1432) by Hubert and Jan van Eyck
 - ***Reading Girl in White and Yellow*** 1919 by Henri Matisse
 - ***Waterloo Bridge*** 1903 by Claude Monet
- ***The Mona Lisa*** 1503–1506 possibly continuing until 1517 by Leonardo da Vinci

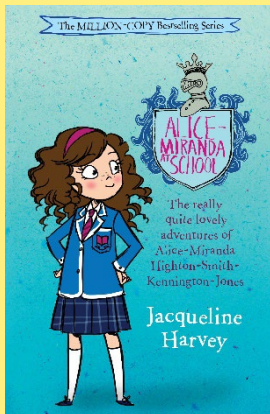
Extension activities

- A lot of paintings were created during the French Revolution. Find one and insert a picture of it below, mentioning the title and the name of the artist. Then, answer questions 1 and 2 again for this painting.
- As ways to express oneself, art comes in various shapes and forms. In addition to paintings and stories, art can also be film, music, theatre, sculptures, short-form videos and much more. Do you have a favourite piece of art? Perhaps a song or a TV show? Write down who made this piece of art, and when it was made. Do you think it reflects the cultural and social happenings of its time? Then, explain what this piece means to you and why it is your favourite. You can have more than one answer!



Teacher's Resources

Further reading from Penguin Random House



Alice Miranda At School
by Jacqueline Harvey

Can one tiny girl change a very big school? Alice-Miranda Highton-Smith-Kennington-Jones is waving goodbye to her weeping parents and starting her first day at boarding school. But something is wrong at Winchesterfield-Downsfordvale Academy for Proper Young Ladies.

The headmistress, Miss Grimm, hasn't been seen for ten years. The prize-winning flowers are gone. And a mysterious stranger is camping in the greenhouse. Alice-Miranda must complete a series of impossible tests. Can she really beat the meanest, most spoilt girl at school in a solo sailing mission?

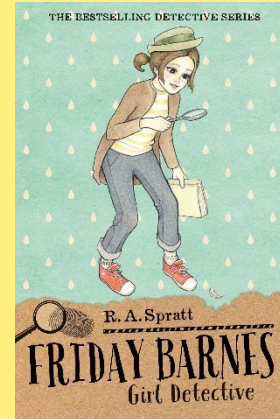
Kensy and Max 1: Breaking News
by Jacqueline Harvey

What would you do if you woke up in a strange place? If your whole life changed in the blink of an eye and you had no idea what was going on?

Twins Kensy and Max Grey's lives are turned upside down when they are whisked off to London, and discover their parents are missing. As the situation unfolds, so many things don't add up: their strange new school, the bizarre grannies on their street, the coded messages they keep finding and the feeling that, all around them, adults are keeping secrets . . .

Things can never go back to the way they were, but the twins are determined to uncover the truth!

[Teachers' Resources available.](#)



Friday Barnes 1: Girl Detective
by R. A. Spratt

When girl detective Friday Barnes solves a bank robbery, she uses the reward money to send herself to the most exclusive boarding school in the country, Highcrest Academy.

On arrival, Friday is shocked to discover the respectable school is actually a hotbed of crime. Can Friday solve Highcrest Academy's many strange mysteries, including the biggest mystery of all – what's the point of high school?

[Teachers' Resources available.](#)



Teacher's Resources

Order form

TITLE	AUTHOR	ISBN	SCHOOL YEAR	RRP	QTY	TOTAL
<i>The Girl and the Ghost</i>	Jacqueline Harvey	9781761349409	9 – 12	\$16.99		
<i>Alice Miranda At School</i>	Jacqueline Harvey	9781760890698	9 – 12	\$16.99		
<i>Kensy and Max 1: Breaking News</i>	Jacqueline Harvey	9781761343186	9 – 11	\$16.99		
<i>Friday Barnes 1: Girl Detective</i>	R. A. Spratt	9781760890735	9 – 11	\$16.99		
				TOTAL		

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