

These notes are for:

- Years 5-8
- 8-12 year olds
- Primary/Early Secondary

Key Learning Areas:

- English
- History - HSIE/SOSE
- Geography

Example of:

- Junior Fiction
- Myths and Legends
- Series Fiction

Experience of:

- Courage
- Friendship
- Perseverance
- Problem Solving

Values addressed:

- Doing Your Best
- Working Together
- Honesty and Trustworthiness
- Responsibility

Themes:

- Ancient Greece
- Adventure
- Quests
- Heroes/Heroines

*Notes may be downloaded and printed for regular classroom use only.

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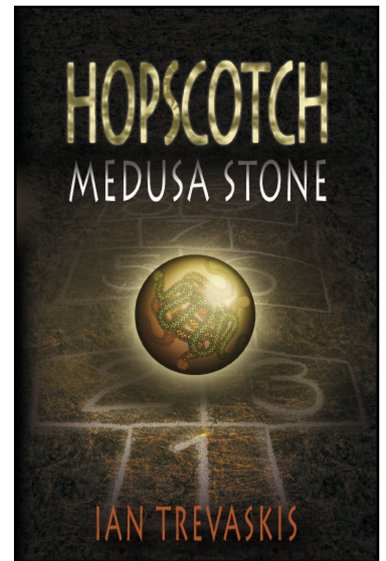
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Hopscotch: Medusa Stone - Overview

Hopscotch: Medusa Stone

By: Ian Trevaskis
 ISBN: 9781921529115
 ARRP: \$16.95
 NZRRP: \$18.99
 No. of Pages: 240
 June 2009



Outline:

Hopscotch: Medusa Stone is a thrilling adventure story packed with ancient Greek myths and legends!

When Jake and Hannah discover a mysterious stone they have no idea of the power it holds. While inadvertently using the stone during a game of hopscotch, Jake vanishes and Hannah discovers the only way to find out what happened to him is to also play the game. She suddenly finds herself in the Playground of the Gods, forced to strike a deal with the evil Game Master to rescue Jake.

Hopscotch: Medusa Stone, the first in a new series, introduces ancient myths and legends in an exciting and accessible way. This mysterious other-worldly tale will appeal to both girls and boys, especially those with a sense of adventure.

Author Information:

Ian Trevaskis was born in Geelong, Victoria in 1949. In addition to teaching, he studied fine arts and has worked as a teacher of Arts / Crafts. In 1989, he met Michael Dugan when he ran a 'Writer's Alive' event for district schools who encouraged him to submit work to publishers, which (after a few rejections!) led to the beginning of his writing career.

How to Use These Notes:

This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.

**Classroom Ideas for *Hopscotch: Medusa Stone*:****Before reading *Hopscotch: Medusa Stone*:**

- View the front cover of *Hopscotch: Medusa Stone*. After viewing the front cover write a brief description of what you think this story might be about.
- Read the blurb on the back cover of *Hopscotch: Medusa Stone*. Where do you think this story is set? Who are the main characters? What mood is created through the use of the poem? Discuss.
- Read the prologue. What is the effect of a prologue? Does it make you want to read more? From the prologue write a brief description of what you think this story might be about. Has this changed from the ideas you got from the cover? How much more do you know from reading the prologue?

Activities for *Hopscotch: Medusa Stone*

- Read chapter 1. The author, Ian Trevaskis, has used descriptive language to give you a mental picture of Pelican Bay. From the descriptions create a drawing of Pelican Bay.
- After reading chapter 1 discuss the impression that Hannah has of Jake. Do you think she is right in her assumptions? Are first impressions always right? Try and think of a situation where you have changed your mind about something. It might be a food that you thought was disgusting but ended up liking. Why is it important to not jump to conclusions? Discuss.
- Read pages 29-31. Jake and Hannah are reading their horoscopes. Do you know your star sign? At the beginning of the day find your horoscope in the newspaper or on the internet. Then, at the end of the day, review what happened and whether your horoscope was accurate. Try writing a horoscope for one of your classmates.
- Read pages 36-37. If you were introducing someone to your neighbourhood, what landmarks would you show them? Draw a map of your neighbourhood and the walk that you would take, creating pictures/symbols for the different landmarks you would stop to look at.
- Read page 51. What is Hannah's excuse for thinking Kostas is a terrorist? What is wrong with her making this assumption? Why is it important to know all the facts before accusing someone of something? What are the problems associated with stereotyping a person. Discuss.
- Read pages 53-54. Jake is worried about what he has done. What does it mean to have a conscience? When have you done something and then felt bad about doing it afterwards? Create a list of the advantages of having a conscience.
- Read page 57, where Jake and Hannah first translate the poem. This poem is a riddle. What is a riddle? Find other riddles and try these on your classmates.
- Create a short play out of pages 58-59. Act out, in pairs, the interaction between Hannah and Jake.
- On page 61, Jake recognises that he has landed in the Greek Islands. How does he realise this? Research the Greek Islands and create a short presentation about this place.
- Read page 63. Jake realises he is in ancient times when a man says he is from Persia. Where was Persia and what is the land called now? Research.
- Read chapter 5. Who is Odysseus and what is the story of the Trojan War? After reading this chapter research this particular Greek myth. Why does Odysseus think Hannah is a God?
- Read pages 97-99. Datis is injured and Jake attends to him. What should you do when you find someone injured? Research CPR and other life-saving procedures.
- Read chapter 7. Hannah comes up with the plan for Odysseus's men and her to escape the Cyclops, but it is Odysseus who takes the credit. Has anyone ever done this to you? Why is important to give praise and credit when due?
- Read pages 122-124. Have you ever thought a task was too difficult but persevered and finished it? In groups devise some strategies to help solve difficult problems. Does it help to make lists? Brainstorm? Talk to others?
- Page 161 – "a twig cracked drily like a pistol shot". This is a simile. Create some more similes to discuss sound e.g. "the wind howled wildly like a wolf".
- Chapter 7 is from the point of view of Hannah and Chapter 8 is from the point of view of Jake, however, the same scene occurs in both. How does it help to see things from another's point of view? How would it have helped Jake to know what was happening on that boat? Discuss.
- Read chapter 12. Hannah wants to give up, but Jake convinces her not to. Discuss in groups phrases and actions that you can do to encourage others not to give up.
- In the last scene of *Hopscotch: Medusa Stone* Jake and Hannah are hurtling towards home. Do you think Jake and Hannah made it home? What do you think happened when they got there? Will their adventures continue? When you have finished the story write down what you think could happen next. The next book in this series is called *Hopscotch: Golden Scarab*. Do you think this last chapter alludes to the next book?

More activities for *Hopscotch: Medusa Stone*:

- Hopscotch is a game that has been around for a very long time. Research different games and where they originated.
- The chapters in *Hopscotch: Medusa Stone* alternate between Jake and Hannah. What are the advantages/disadvantages of having these two points of view? Discuss.
- While reading *Hopscotch: Medusa Stone* make reference of the places where Jake encounters situations which make him aware that this is not just the past, it is a mythological world.
- Create your own "Playground of the Gods" at school. Set up different game stations around the playground. You could use the following games – hopscotch, noughts-and-crosses, arm wrestling, card games like 'snap'. Make sure the games can be played quickly. Alternate students between the games. You could keep a tally and find out who is the winner of your 'Playground of the Gods Olympics'.
- Research ancient Greek myths including those mentioned in *Hopscotch: Medusa Stone*. Ask groups of students in the class to research different myths.
- In many myths and legends there is often reference to heroes and heroines. What makes someone a hero? Who are your heroes? Create a PowerPoint presentation on your hero.
- *Hopscotch: Medusa Stone* features three quests, with three items that Hannah needs to find. Can you think of any other stories where the number three is used e.g. fairytales or nursery rhymes? In groups create your own quest in the school. Hide three items around the school and write riddles or draw maps to help another team find your items.
- Research ancient Greece e.g. the foods that were eaten, clothes worn, houses, schooling. Use the notes at the back of the book and research from your school library and the internet. Create a presentation for the class.

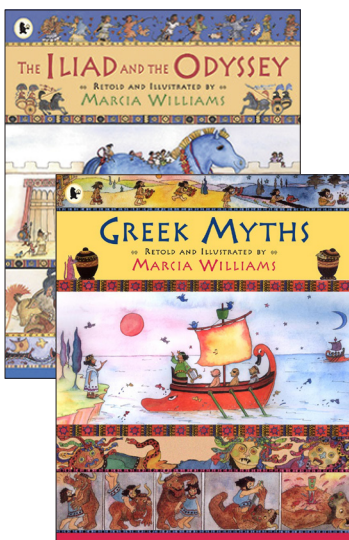
Ian Trevaskis on writing *Hopscotch: Medusa Stone*



When I started writing this novel all I knew was that Hannah and Jake were going to play a game of hopscotch and end up in another time and place way back in the past. It seemed to me that the most obvious place to send them was ancient Greece and to base their adventures around Greek mythology – a treasure trove of exciting and unreal adventure stories full of larger-than-life heroes with amazing power; villains who are bad, mad and mean; and totally insane beasts. My story of Hannah and Jake's adventures is very loosely based around those Greek myths. In some instances I have altered the accepted version of events to suit my story.

To find out more about Ian Trevaskis visit his website www.iantrevaskis.com.au

If you would like to write a letter to Ian, send it to:
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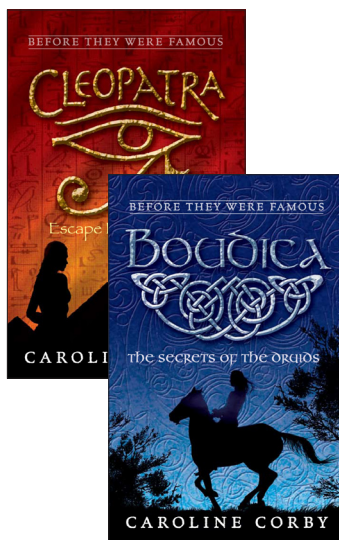


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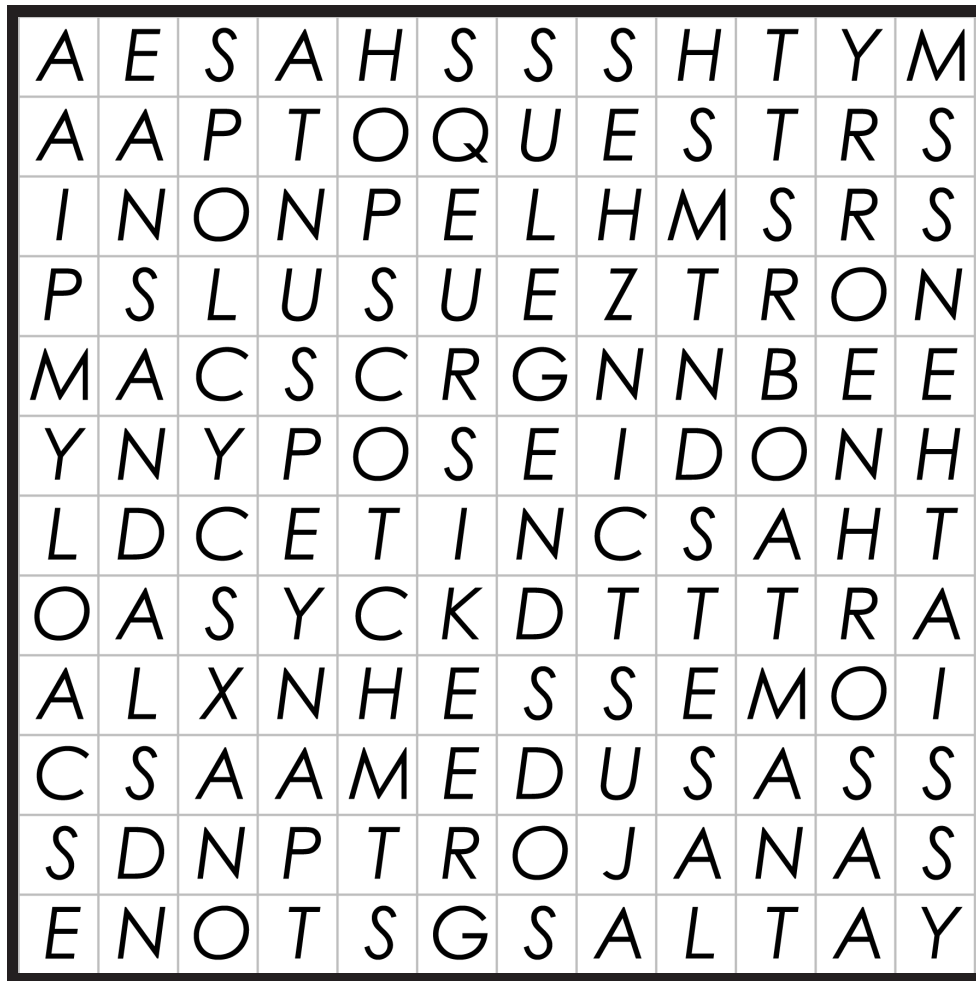
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HOPSCOTCH BOOK 1: MEDUSA STONE

by Ian Trevaskis



ANCIENT

HEROES

POSEIDON

ATHENS

HOPSCOTCH

QUEST

ATLAS

LEGENDS

SANDALS

BOATMAN

MEDUSA

STONE

GREEK

MYTHS

STYX

CYCLOPS

ODYSSEUS

TROJAN

HERMES

OLYMPIA

ZEUS

Name: _____ Class: _____