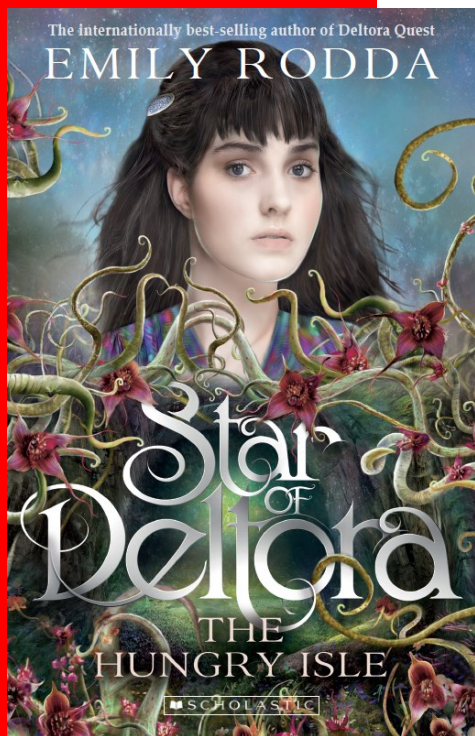


STAR OF DELTORA: BOOK 4 THE HUNGRY ISLE



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Study notes written by
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Emily Rodda

The *Star of Deltora* has escaped Illica, but home and safety are still very far away. The shadows that haunt the ship are deepening. Strange currents, seen and unseen, are sweeping Britta and her friends into peril.

The magic Staff of Tier has sensed them, the Hungry Isle is on the prowl and Britta's dreams of winning the Rosalyn Apprentice contest will soon be swamped in a tidal wave of terror. Lives hang in the balance and shock follows shock as Britta's quest to escape her past reaches its tumultuous climax.

About the Author

Emily Rodda's real name is Jennifer Rowe. She was born in Sydney and completed an MA (Hons) in English Literature at Sydney University in 1973. She worked in publishing for many years, as an editor and then publisher at Angus & Robertson, before becoming the editor of the Australian Women's Weekly magazine in 1988.



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A full-time writer since 1992, Emily Rodda has published over 90 books for adults and children. In recent times she is best known for the popular **Deltora Quest** fantasy series which has sold more than any other Australian series (15 million copies worldwide), has been made into a successful animated TV series in Japan, and is published in over thirty countries around the world.

In 1995, she received the Dromkeen Medal for services to Australian children's literature. Emily is one of Australia's most popular children's authors.

STUDY NOTES

- Go to the contents page. Have a class discussion on what the purpose of a contents page is. How is a contents page different from an index or glossary? Do you think the chapter titles in **The Hungry Isle** accurately represent what each chapter is about? Are there other chapter titles that you think would work better?
- Throughout the **Star of Deltora** series, the character Britta longs to be a trader. Why do you think this is? Using a flowchart, outline the steps Britta has taken to try and reach her goal. By the end of **The Hungry Isle**, how much more does Britta need to do to achieve her goal? What do you want to be in the future? Research how you would achieve this goal, and write a flowchart outlining the process. This could include school subjects, work experience, courses you might need to do, etc.
- Making use of trade routes is important for Britta and the other candidates vying for the position of



Trader's Apprentice, as they trade for goods of the most value in order to win the competition. Maritime and overland trade routes have also been important throughout history, the most famous of which was called the Silk Road. On the Silk Road, silk from China was traded for metals, precious stones, medicines and luxury items, on a well-known system of passages across Asia, all the way to Africa. Other famous overland trade routes included the Incense Route, the Amber Route and the Tin Route.

- Break the class into small groups, with each group researching a different trade route in history. It could be one of the above routes or another of their own choosing. Tasks for individual members of each group could include:
 - ⇒ Research the trade route. What products were traded? What transportation was used? When in history was the route used? How were the traders better/worse off? Make a short speech to relate your findings to the class.
 - ⇒ Use modelling clay to make replicas of some of the commonly traded goods on that route. Use other craft materials like foil, pipe cleaners, papier-maché etc.
 - ⇒ Write an diary entry or letter home of someone who may have used the trade route. Think about what they might have traded, where they lived, what job they did, etc.
- Throughout **The Hungry Isle**, 'wraiths' plague Britta. What do you think wraiths are in this story? Descriptions and actions of the wraiths include 'a cloud of adoring wraiths' (p 2), 'yearning' (p 3),

'wraiths of the island rushing with moaning joy' (p 5), 'curling about the girl like smoke' (p30), 'the excitement of the wraiths that seethed around her' (p43), 'a throng of fawning ghosts' (p 49). Why do you think the author has described the wraiths this way? Why has the author not described what the wraiths actually look like? Imagine you were Britta and you could see the wraiths around you. Based on the descriptions in **The Hungry Isle**, draw or paint a picture of what you think a wraith would look like.

- The Staff of Tier is an important element in the story. Magical staffs and wands are often used to denote magic or mystical powers in stories. What are some other stories you have read that feature a staff or wand?
- 'She is cock-a-hoop'. (p 11) What does Jewel mean by this? Use the surrounding text to give you clues. As you read the book, make a list of other words or phrases you don't know the meaning of. Look up the meanings then make a glossary of these words or phrases. As a class combine your entries into one larger glossary.
- The 'mark of Tier' appears on Britta's forehead and makes the crew afraid. Why do you think this is? What does the mark represent or symbolise to the ship's crew? What other symbols, omens or signs can you find in **The Hungry Isle**?
- 'Dreams eddied through her sleeping mind, one dream merging into another'. (p 19) Read pp 19–20. Why do you think the author has used dreams in this chapter? Do you think Britta's dreams have any hidden meanings? Keep a dream diary for a week. When you wake up each morning, write down any dreams that you can remember. What happened in the dream? How did the

dream leave you feeling? Using their dream diaries as inspiration, ask students to create a creative writing piece.

- 'An emerald island, wreathed in haze and ringed with black. Great seabirds wheeling silently above the haze. Ghostly shadows coiling like smoke from the lush forest, wavering on the glittering shore ...' (p 42) This is how Britta sees the Isle of Tier when it first comes into view. What other adjectives could be used to describe this scene? Imagine you have just arrived on the shores of a new and undiscovered land. How would you describe it? Write a 'Captain's log' entry describing the imagined sight.
- 'Cold and flabby as a drowned man's hand' (p 75); 'its eyes now cold as pebbles on a forgotten beach' (p 88); 'the rest of the crew happy as flying fish' (p 99). These are all examples of simile, a technique used in writing which expresses a resemblance of one thing to another, usually using the connecting words 'like' or 'as'.
 - Can you find other examples of the author using simile in **The Hungry Isle**?
 - Provide the class with a list of things from which to make similes. For example, *man, tree, dog, table, sky*, etc. Ask the class to come up with the funniest or craziest similes they can using each word on the list. Have each student read out their best simile, in a competition where the author of the simile that gets the most laughs is the winner.
 - What are some other literary devices? How many other common literary devices can students find examples of from the text, such as alliteration, personification, symbolism, onomatopoeia, metaphor, hyperbole, etc?

- 'If there is a mouse, it is perfectly safe ... That lazy cat has done nothing so far but make himself comfortable on your bed and drive me mad with his infernal purring'. (p 105) Black Jack is the ship's cat, brought on board to catch mice, but he hasn't been keeping up his part of the bargain. Why do you think humans started keeping cats as pets?
 - Research the domestication of animals in history. What is domestication? How long have humans been domesticating wild animals for their own benefit? What are some examples of domestic animals?
 - Prepare a report on a type of domestic animal (eg cat, dog, pig, ferret, cow, etc). Why was this animal domesticated? How long ago? What is their main purpose as a domestic animal? To complement your report, make an artwork of this animal.
- Britta remembers playing with a model of the *Star of Deltora* in Captain Gripp's cottage (p1 09). From your reading of **The Hungry Isle** and any descriptions of the ship you can find, how do you think the ship looked? Break the class into pairs. Assign each pair a building material, such as modelling clay, matchsticks, drinking straws, papier-maché, plastic blocks, cardboard, toilet paper rolls, pipe cleaners etc. Have each pair build their interpretation of the *Star of Deltora*. Ask the class to discuss the differences in the ships, and how the building materials affected the outcome of how each ship looked.
- Chapters 6–11 take place for the most part on the Isle of Tier. How much description is given about physical nature of the island? What does the island look like? What landmarks are there?

How do the characters get from place to place? From descriptions in the text, and using imagination to fill in the blanks, ask students to each create an old-fashioned map of the island. Be sure to include important points on the map that appear in the story.

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