



TEACHERS' RESOURCES

RECOMMENDED FOR

Upper primary
(ages 9+)

CONTENTS

1. Plot summary	1
2. About the author	2
3. Author's inspiration	2
4. Writing style	2
5. Pre-reading questions	3
6. Key study topics	3
7. Further reading	3

KEY CURRICULUM AREAS

- **Learning areas:** English, Humanities and Social Sciences (7–10 History: The Ancient World)
- **General capabilities:** Literacy, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding

REASONS FOR STUDYING THIS BOOK

- Investigate historical, geographic, civic and economic concepts and ideas
- Develop critical and creative thinking

THEMES

- Ancient History (Paleolithic Age)
- Relationships
- Society
- Personal and social ethics
- Language
- Exploration and European historical identity

PREPARED BY

Penguin Random House Australia

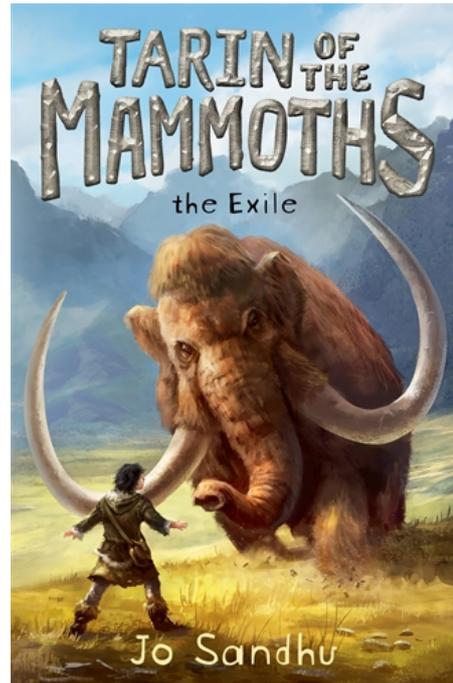
PUBLICATION DETAILS

ISBN: 9780143309376 (paperback);
9781760143145 (ebook)

These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.

Visit penguin.com.au/teachers to find out how our fantastic Penguin Random House Australia books can be used in the classroom, sign up to the teachers' newsletter and follow us on [@penguinteachers](https://twitter.com/penguinteachers).

Copyright © Penguin Random House Australia
2016



Tarin of the Mammoths: The Exile Jo Sandhu

PLOT SUMMARY

Tarin longs to be a hunter, but his twisted leg means he is feared and bullied. After a disastrous mishap, Tarin is forced to leave his family and travel alone across wild, unknown land to save the Mammoth Clan.

Battling the hostile and savage Boar Clan, a deadly illness and treacherous terrain with twins Kaija and Luuka and their wolf cubs, Tarin realises that if they are all to survive he must conquer his greatest fear – his true self – and embrace the magic that is hiding within him.

The first book in an exciting new Stone Age adventure series.

ABOUT THE AUTHOR

Growing up, Jo was sure she was going to be a Shakespearean actress or a pianist, and gained her Associate Diploma in Speech and Drama. However, on leaving school she spent a year in Finland as a Rotary Exchange Student before returning to Australia and working in banking and HR.

These days she is a writer, a personal carer, and volunteers at her sons' sporting clubs. Her short stories have been highly commended in numerous competitions, including the FAW Mary Grant Bruce Award for Children's Literature, and the CYA Later Alligator Competition (Brisbane) in both the Children's and YA sections. She is a member of Queensland Writers Centre and the Society of Children's Book Writers and Illustrators.

Jo currently lives in the Tweed Valley in Northern NSW with her family and enjoys cooking, travelling and reading.

AUTHOR'S INSPIRATION

Jo says:

I've always been passionately interested in Ancient History. One of the very first stories I ever wrote was in my Year 7 History Class. It was a time-slip story of a modern girl (me) who wakes up in Neanderthal times, and I wrote it on pretty yellow paper. I think I got an 'A' for it. Many years later, I was reading adult novels such as William Golding's *The Inheritors* and Jean Auel's 'Earth's Children' series, and I thought I'd like to write a story I could share with my own children.

I was sure about three things:

1. It would be a Quest story, with an unlikely hero.
2. It would have mammoths and wolves and Neanderthals in it.
3. It would be set in the Palaeolithic age, approximately 30 000 years ago, in Northern European, close to the ice shelf that covered Scandinavia in the last stages of the Ice Age.

I spent a year as an Exchange Student in Rovaniemi, Lapland in Northern Finland, and it is my experiences with the forests and snow and the long winter that I used to create Tarin's world. The idea of a boy with a twisted leg came to me one day when I was brainstorming Tarin's character. I've always liked the idea of an unlikely hero and I wanted him to have hidden strengths and talents that even he was

unaware of. Kaija was always the feisty one in my mind, but I wanted her to fear and worry and make mistakes too, because that's what we all do, isn't it?

The history I've used to create Tarin's world is as authentic as possible, always remembering Tarin of the Mammoths is a work of fiction. Approximately 30,000 years ago, people lived in earth lodges made of mammoth bones and animal hides in places such as Mezhirich in Ukraine and Kostenki in Russia. Neanderthal tools have been found as far north as Byzovaya in Northern Russia. And 30 000 years ago, mammoths, bison and aurochs roamed the steppes and cave lions and cave bears were larger than their modern day equivalents.

I hope you enjoy following Tarin on his journey, in this world of so long ago.

WRITING STYLE

Questions

1. What is the novel's writing style? Consider how and when information is revealed, and the use of different narrative perspectives. How effectively does this contribute to the novel's storytelling?
2. What is another way this story could have been told? Compare and contrast to another book you have read.
3. What are the main themes of the novel and how does the use of history and culture contribute to the story?
4. How does the third-person point-of-view affect what is revealed to the reader? What does Tarin/Kaija know or not know? How might the story have been different if only Tarin's perspective had been used? Choose an incident in the story and write it in first-person from Tarin's perspective.
5. What do you think of the use of first-person in the opening scene? Why do you think first person wasn't used for the rest of the book?
6. How authentic is the landscape and culture depicted in the book.
7. What did you think of the novel's ending? Was it the best ending for this particular story?
8. How does the book's title relate to its content? What does it refer to?
9. Read the note about history at the end of the book. What are the main types of evidence that a historian might look up? Where in the story



can you see that the author has researched using the methods and evidence he mentions?

10. Use the resources at the end of the book to look up more interesting information about this period of history and about the Finnish/Sammi language. Include information from one website, one online newspaper and one book

PRE-READING QUESTIONS

1. Prepare students for their journey to this primitive age by discussing their earliest memories or the earliest events in history they know about. Put these on a timeline and introduce the idea of just how long ago the Stone Age was. Is it a period that students have heard of?
2. Get students to think about what life was like back then. What did early humans look like, what did they wear and how did they communicate?
3. Research the Stone Age, including when it was and why it is split into three different parts (Palaeolithic, Mesolithic and Neolithic).

KEY STUDY TOPICS

Questions and activities

1. What did people in the Stone Age eat? How did they hunt for food?
2. The Stone Age is a time that pre-dates language and written records. Everything we know about the period has come from archaeology.
3. Near the end of the day, empty the classroom rubbish bin onto a table. Ask students to identify the items and, using only the evidence in front of them, write a brief account of the day. What have they done that is not included in the account? Why could they not include it? This is a simple activity that can help students realise we only have a partial account of prehistory depending on what artefacts have survived.
4. What tools were used during the Stone Age? How were they made and how were they used?
5. Ask groups to put the weapons in the order they think they were invented. Can they explain why tools became more sophisticated over the course of the Stone Age? As a technology task, challenge students to mould some Stone Age-style tools from clay, using sticks as wooden handles where necessary.

6. Early humans were hunter-gatherers, so what do students think they ate?
7. Working in groups, ask them to write down their ideas about the Stone Age diet. What are the main differences from what we eat today? If possible, ask your class to bring in some items for a Stone Age snack such as sunflower seeds, blackberries and hazelnuts.
8. See the Bibliography at the back of the novel. How has Sammi and Finnish language evolved?
9. As a group, write up the list of Sammi/Finnish words and meanings on the whiteboard. Find some other words in Sammi/Finnish that still exist today/have relevance today.

FURTHER READING

Books

Cox, Phil Roxbee, and Struan Reid. *Who Were the First People?* London: Usborne, 2002.

Early People, London: Dorling Kindersley, 2003.

Hattingh, Garth. *The Outdoor Survival Manual.* London: New Holland, 2001.

Lister, Adrian, and Paul G. Bahn. *Mammoths: Giants of the Ice Age.* London: Frances Lincoln, 2007.

Fagan, Brian, ed. *The Complete Ice Age.* London: Thames and Hudson, 2009. Print.

Jordan, Paul. *Neanderthal: Neanderthal Man and the Story of Human Origins.* Stroud, Gloucestershire: Sutton Pub., 1999.

Websites

<http://donsmaps.com> – Information on the Palaeolithic era

<http://www.welcome-ural.ru> – An adventure travel expedition site: River rafting and visiting Palaeolithic sites and caves

<http://www.encyclopediaofukraine.com> – Information on animals and landscapes

<http://www.luontoportti.com/suomi> – Information on plants and animals in Finland

<http://www.primitiveways.com> – Survival skills

<http://ngm.nationalgeographic.com/ngm/0502/feature4/index.html> – Great Gray owls.

<http://www.mariatrebenherbs.com/> – herbal remedies



ORDER FORM

TITLE	AUTHOR	ISBN	SCHOOL YEAR	RRP	QTY	TOTAL
Tarin of the Mammoths: The Exile	Jo Sandhu	9780143309376	5-8	\$16.99		
Helix and the Arrival	Damean Posner	9780857986535	3-7	\$15.99		
History Mysteries: Diamond Jack	Mark Greenwood	9780143309260	3-7	\$12.99		
TOTAL						

PLEASE NOTE THAT PRICES ARE RECOMMENDED RETAIL ONLY AND MAY HAVE CHANGED SINCE THE TIME OF PRINTING. PRICES ARE GST INCLUSIVE.

<p>NAME: _____</p> <p>SCHOOL: _____</p> <p>ADDRESS: _____</p> <p>STATE: _____</p> <p>POSTCODE: _____</p> <p>TEL: _____</p> <p>EMAIL: _____</p> <p>ACCOUNT NO.: _____</p> <p>PURCHASE ORDER NO.: _____</p>	<p>PLEASE SEND ORDER FORMS TO YOUR LOCAL EDUCATION SUPPLIER.</p>
---	--

