

# TEACHERS' NOTES

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This resource is suitable for years 5 and 6 and compliments the study of the Federation era and World War I

The Riddle of Tanglewood Manor is suitable reading for years 3 - 6

## THE RIDDLE OF TANGLEWOOD MANOR

**By Tracey Hawkins**

**Middle Grade Fiction**

**Storytorch Press  
February 2022**

*Once you open this book, you too, will be tangled.*

To Sam and Harry, a tree change means a TREEHOUSE... and time travel!

150-year-old Tanglewood Manor is Sam and Harry's new home in the country. As their parents set about renovating the ruin, the brothers explore its secrets.

One book in the dusty library is different.

They open it and read a riddle.

Now the house is suddenly full of the dead people from the portraits on the walls.

And they are very much ALIVE.

Will Sam and Harry ever be able to return home, or will Tanglewood Manor keep them in its grip forever?

## THEMES

History  
Time travel  
Identity  
Family relationships  
Adventure  
Bravery  
Mystery

## BEFORE READING THE BOOK

### ***Cover Analysis***

- Examine the cover of the novel.
- Discuss what students think the cover and the title suggest the book will be about.
- Read the back cover of the novel. Does what is written change the students' ideas?

## AFTER READING THE BOOK

### ***Cover Design***

- Ask students to design their own cover for the novel.
- Discuss why they chose their design?
- Discuss how a book cover helps to predict what a book is about.

## POINT OF VIEW

### ***First Person Narrative***

*The Riddle of Tanglewood Manor* is written in first person point of view, from the point of view of Sam. This means the narrator is a character within the book.

- Ask students to rewrite one scene from the novel in Harry's perspective.
- Discuss if this changes the scene?
- Discuss the characters in the novel. How are they each important to the story? What does each character contribute to the story?



## INQUIRY

### **Introduction to Family Life in 1919**

*The Riddle of Tanglewood Manor* reveals a lot of information about life in the early twentieth century. Have students use this context to explore the past, by talking to elders or grandparents.

This list of questions are designed as an introduction, and an elder or grandparent would be a great resource to explore the inquiry sections that follow. This could comprise a research task for small groups, in order to contribute to a wider classroom display. Whilst it is highly unlikely to find someone over 95 years of age to interview, you might choose to arrange a zoom session or visit to an aged care facility (ensuring COVID safe measures in place). You may find there are many spritely nonagenarians around who love a good chat!

### INVESTIGATION TASK

How has life changed in 100 years? Speak to a grandparent, neighbour or friend who is over 70 years of age, to find out what they know from their own parents, about life in 1919. Whilst they won't have been alive 100 years ago, they will be aware of their parents' experiences!

Interview them to find out:

- What was the lifestyle of a typical Australian family in 1919?
- What was the size of a typical family in 1919?
- Did families travel like families do today?
- What social activities did families do in 1919?
- How does the family structure differ to modern day families?
- How has the role of women changed since 1919?
- Did families live close to each other? Did they stay in the same region? In the same house?
- What style of clothing did people wear in 1920?
- What did people do for entertainment without television or technology?
- How did homes differ from homes today?
- When did homes in townships get electricity?
- What type of toilets did people have?
- How did people travel around their towns and cities in Australia?

## INQUIRY

### **Historical research**

#### **- major event**

World War I was a major event of the era, and in *The Riddle of Tanglewood Manor*, the time slip part of the story takes place right at the end of this event. This event shaped Australia throughout the first half of the twentieth century and beyond.

Consider booking the "Australians in the First World War" Memorial Box for classroom use from the Australian War Memorial. This is available in all states and territories of Australia.

Watch an episode about the early twentieth century of "Australia in Colour" on SBS or Clickview.

Research a timeline of significant events in Australia between 1914 - 1920 and construct a wall display of this timeline.

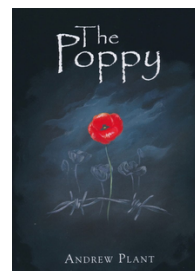
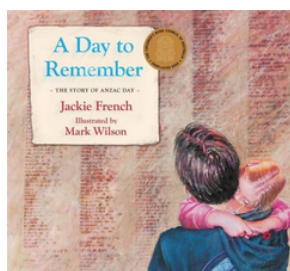
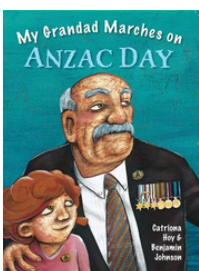
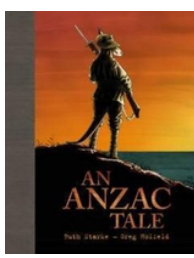
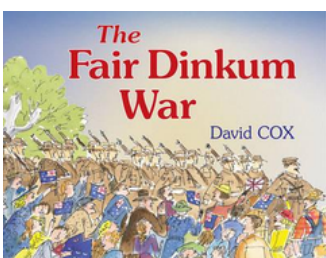
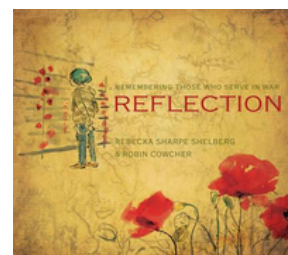
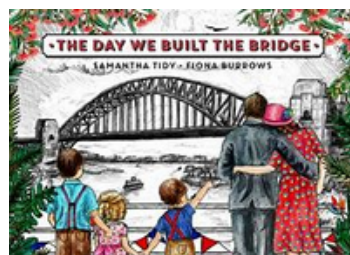
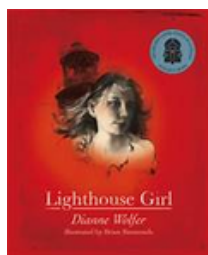
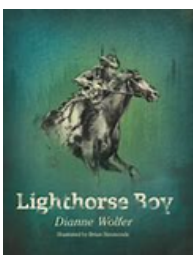
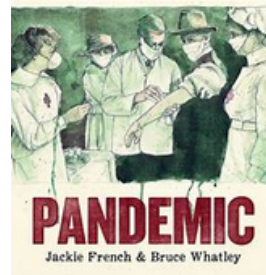
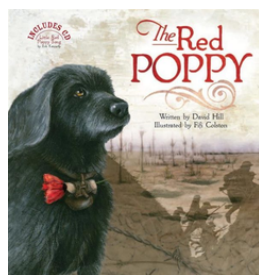
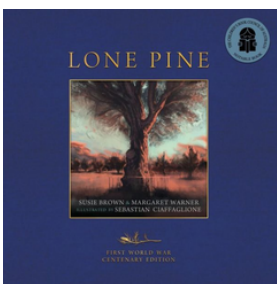
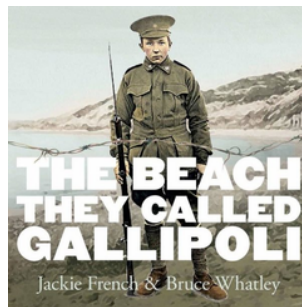
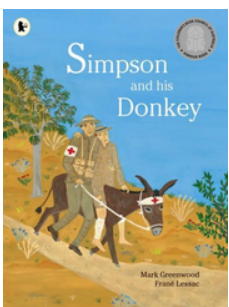
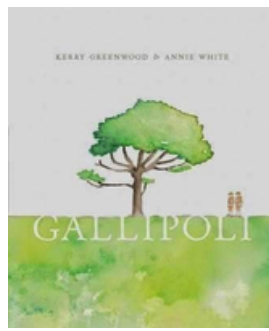
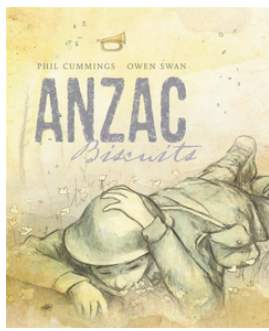
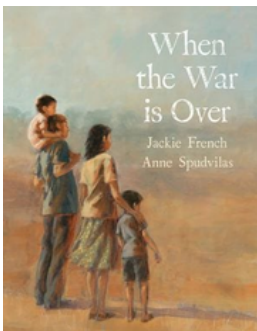
Have students consider:

- Why and when did Australia get involved in WW1?
- Who was the Prime Minister of Australia in 1919?
- What happened in the Gallipoli Campaign?
- How many Australian soldiers died in WW1?
- What roles did Australian fulfil in the war?
- Did women participate and if so, how?
- What influenced the spread of the Spanish Flu to Australia?

There are great many picture books and junior fiction that explore the Anzacs and the era, which would compliment this timeline well in the classroom. Suggestions, both junior fiction and picture books are included on the next page.



# COMPIMENTARY CHILDREN'S BOOKS



## INQUIRY

### Education

In *The Riddle of Tanglewood Manor*, the boys move from a large city to a rural setting, which means that they need to change their school. Upon seeing their school grounds, they quickly realise that their schooling will be different to what they are used to. The boys in the past also have a different school context. Investigate what their schooling in 1919 would have been like, had they attended in that era. See if you can find some photos from schools in your own area of life in 1919.

Consider:

- How did students travel to school?
- Discuss the length of time students stayed at school compared to present day.
- Did students wear a uniform?
- What did they eat at school?
- What did they play?
- How were classrooms different in 1919?
- When did schooling start in Australia?
- What is the oldest Australian school?
- How many grades were in the schools?
- How many years did children go to school for?
- What resources were available to children in school in the early 1900s?
- What were the three R's of the curriculum taught to students in 1900? What other subjects did they learn?
- What writing implements did students use? What did they write on? How did they research things?
- What is the oldest school in Australia?

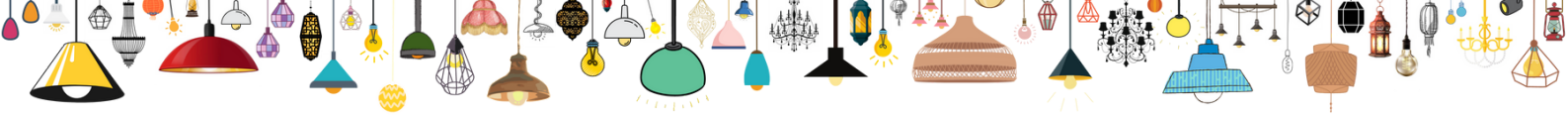
## INQUIRY

### Money

Understanding currency and the Imperial and Metric systems.

- What type of currency was used in Australia in 1919?
- Why and when did Australia change to the decimal system for currency, weights and measures?
- What was the average wage in Australia in 1919?
- How much did homes cost in 1919? How much is the average home today?

If in Canberra or visiting the national capital as part of a camp, consider an excursion to the Royal Australian Mint to see how coins are made, and the history of decimal changover in Australia.



## INQUIRY

### ***Food and nutrition***

In the early 1900s there were no fast food premises. People grew their own produce and meals were very different to today. It was more common to eat home grown vegetables, tripe, bread and butter pudding and lambs fry, than a burger! Rabbit was common fare on the dinner table. Families might go hunting, or trade or buy a rabbit from a neighbour.

Research a recipe from this time using one food type available.

- How was the food, sourced, prepared and cooked?

What type of food is common to families from 1919 and today?

- Discuss the differences in food preparation/cooking/storage and delivery from the past and present.
- Have the children plan a meal from 1919. What ingredients would they need? How would they cook the meal?
- Consider making Anzac Biscuits, or even Hardtack! The Australian War Memorial website is helpful here.

## INQUIRY

### ***Transport***

How did people travel in 1919?

- Discuss the restrictions created by those modes of transport.
- How would you need to care for and maintain your transport? How does this differ to today?

## INQUIRY

### ***Games and Leisure***

In the past, common types of games were skipping rope, kicking balls, tag, hide and seek, or climbing trees. Toys were simple, such as a pull along toy on a rope, dolls, marbles, knuckles (sometimes from the joints of beef, washed of course!) and jig-saw puzzles.

- Research board games and activities of the 1919 era
- Do children play any of these games today?
- Ask the children to design a game that children of both eras could play.
- Find a set of marbles, pick up sticks and other items of the era, and spend a lesson moving through stations of this game.
- Reflect on the skills needed to succeed in these games.

## INQUIRY

### Health and Medicine

Since 1919, Australia has new and modern treatments for the sick, advanced technologies, and medicines such as penicillin to fight diseases. Vaccinating society has increased the lifespan and good health of people today.

Research common ailments, and diseases people suffered from in the early 1900s.

- How were they treated?
- What was the life expectancy of people in this time period?
- How have these discoveries altered the lives of Australians?
- What medicines were available to people in 1919?
- What were the significant diseases in 1919?
- What significant diseases are current today?
- Research a vaccination that has given children immunity against this disease. Why has this happened?
- Why is penicillin such an important medicine?

Create a timeline of significant medical discoveries in Australia between 1900 and 2000.

Discuss the historical Spanish Flu pandemic and the similarities of the 2020 pandemic outbreak.

- How did governments respond in both eras?
- What changes to schooling and social life took place?

## INQUIRY

### Employment

Employment has changed in the last 100 years.

- What types of work did men and women do in 1919?
- Did both parents work? What sort of differences are there today?
- Discuss the price of homes, food and medicine in 1919 in comparison to today's prices.
- Has inflation changed? Research what the equivalent of one dollar today is, in 1919 currency.





## STEM

### **Design and Technology**

In 1919, working the land as a farmer, or cleaning a home, cooking a meal and storing cold foods was unlike the way we do these things today.

- Research a tool or machinery that is a significant object, that has changed the way we live in our homes today. Maybe it is a fridge, washing machine, tractor etc.
- What is a modern invention that didn't exist in 1919?
- How did this invention change things for people?
- How have house designs changed over the past one hundred years?
- Why have they changed?

## MATHS

### **Design**

Design a maze. Once you have the design planned, construct a 3 dimensional model using a variety of materials available.

## HASS

### **Geography**

*The Riddle of Tanglewood Manor* is set in small country town not far from Bathurst. Bathurst is the oldest inland settlement in Australia.

- What is an inland settlement?
- When was Bathurst first settled?
- Who are the original owners of the land?
- What is Bathurst best known for today?
- How did people travel between the large cities to Bathurst in 1919?
- How do people travel there today?
- What are the geographical location points of Bathurst?
- What is the total area of Bathurst?
- What is the major river that is found in the region? Why is it significant?
- What is the Great Dividing Range? Locate it on a map and discuss how this might affect the weather on either side.

## MATHS

### **Graphing**

Australia's population, both in number and demographic has changed in the past 100 years. Consider one Australian town (perhaps your own) and design a graph to show the population growth 1900- 2000. Consider:

- What was the population of Australia in 1919?
- What is the population in Australia today?
- What is the largest city?
- What is the largest country town?
- What defines a town and a city in Australia?

## CREATIVE WRITING

### **Poetry and navigation**

The riddles in *The Riddle of Tanglewood Manor* are a short form of poetry that pose a question.

Ask the students to create their own riddles to accompany a scene in the novel.

Consider having students create a mystery adventure around the school using riddles as the map.

## CREATIVE WRITING

### **Poetry**

Write a poem on what it is like to be a soldier in WWI.

What are the conditions like?

Are you scared? Injured? Cold? What do you miss?

What is it like to be trapped in the trenches surrounded by warfare?

## CREATIVE WRITING

### **Second Person POV Letter Writing**

Imagine you are a soldier or nurse in WWI. Write a letter home to your parents. Try to write in a way that doesn't worry them, or, tell them the absolute truth of how you are feeling.

## CREATIVE WRITING

### **Speculative Writing**

If you could time travel, where would you go and why?

What period of time is it?

How did you travel there?

How will you return?

What is different in this new place?

If you could help people or change things what would you do?



## EXTENSION ACTIVITIES

### REAL PEOPLE

May Gibbs is a famous Australian author and illustrator of children's books. She was born in England in 1877 and moved to live in Australia with her parents when she was a child. She witnessed World War 1, the Spanish Flu, World War II and the growth of Sydney Harbour from her wonderful cottage on the edge of the water.

- Consider visiting Nutcote if you are Sydney based.
- One of her books *Snugglypot and Cuddlepie*, featured the bad banksia men. What did they look like? Draw a bad banksia man and write a short story in his point of view as to why he is not bad.

### FAMILY HISTORY

Create your own family tree by asking your parents about your family history. Many families today may have already designed one, using resources such as Ancestry.com and students might enjoy exploring this (using a limited/free or school license).

Choose one family member and write a story about their life.

- Where did they live as a child?
- What games do you think they played?
- Where might they have gone on holidays?
- How did they travel there?
- What might have been their best memory of childhood?
- What might have been their worst memory?

### PERSONAL RELEVANCE

Create a diorama of your bedroom and a descriptive narrative of what is important in your room.

Write two short stories titled 'A day in my life'. Write one each in 1919 and present day. How do they differ? Consider the clothes you would wear, foods you might eat, what happens in your school day, games you play, hobbies, and how you got to places.