



**SARADHA KOIRALA**

**TEACHING RESOURCE**

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**MĀKARO PRESS**

NZ Curriculum Links			
Key Competencies	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>- Characters must learn to own their difficulties and practise alone before contributing individual strengths to a group.</li> </ul>	<p><b>Relating to Others</b></p> <ul style="list-style-type: none"> <li>- Characters find themselves in conflict with each other and having to deal with a range of different personalities.</li> </ul>	<p><b>Participating and Contributing</b></p> <ul style="list-style-type: none"> <li>- Characters learn that being part of a band/friendship group/family often involves contributing the best of yourself.</li> </ul>
Values	<p><b>Excellence</b></p> <ul style="list-style-type: none"> <li>- Characters must aim high and persevere in the face of difficulties.</li> </ul> <p><b>Innovation, inquiry, and curiosity</b></p> <ul style="list-style-type: none"> <li>- To solve problems, characters must think critically, creatively, and reflectively.</li> </ul>	<p><b>Community and participation</b></p> <ul style="list-style-type: none"> <li>- Being part of a band or group becomes something more than just the individual character and doing well is for the common good.</li> </ul> <p><b>Integrity</b></p> <ul style="list-style-type: none"> <li>- Characters learn the value of being honest, responsible, and accountable for their actions and roles within their groups.</li> </ul>	
Learning Areas	<p><b>English - Level 6</b></p> <p>Processes and strategies</p> <ul style="list-style-type: none"> <li>- Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.</li> </ul> <p>Purposes and audiences</p> <ul style="list-style-type: none"> <li>- Show a developed understanding of how texts are shaped for different purposes and audiences.</li> </ul> <p>Ideas</p> <ul style="list-style-type: none"> <li>- Show a developed understanding of ideas within, across, and beyond texts.</li> </ul> <p>Language features</p> <ul style="list-style-type: none"> <li>- Show a developed understanding of how language features are used for effect within and across texts.</li> </ul> <p>Structure</p> <ul style="list-style-type: none"> <li>- Show a developed understanding of a range of structures.</li> </ul>	<p><b>The Arts: Music - Level 6</b></p> <p>Understanding Music – Sound arts in context</p> <ul style="list-style-type: none"> <li>- Analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts.</li> <li>- Consider and reflect on the influence of music in their own music making and in their lives.</li> </ul>	<p><b>Health / Physical Education - Level 5</b></p> <p>Personal growth and development</p> <ul style="list-style-type: none"> <li>- Describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.</li> </ul> <p>Personal identity</p> <ul style="list-style-type: none"> <li>- Investigate and describe the ways in which individuals define their own identity and sense of self-worth and how this influences the ways in which they describe other people.</li> </ul> <p>Relationships</p> <ul style="list-style-type: none"> <li>- Identify issues associated with relationships and describe options to achieve positive outcomes.</li> </ul>

## Ideas for discussion

### Themes

- Persevering
  - o Paige has one goal from the beginning of the novel. What does she have to overcome and work through as she tries to achieve it?
  - o How do others try to manage Paige's high expectations? How does she react?
- Being part of something greater than oneself
  - o What motivates Paige to keep practising the double bass?
  - o What are some other examples of characters working together to create something good?
  - o What does Paige have to sacrifice for the 'greater good' of the band?
- Contributing
  - o How do you see each of the band members contributing to the practices and overall goal of winning Rockfest?
  - o What do they have to do individually before they can make valuable contributions?
- Music and performance
  - o What does Paige learn about herself and the world when she performs?
  - o What do the other band member seem to get out of it?
  - o What are some other reasons why people like to perform?
- Cliché and originality
  - o There are several places where Paige is concerned with a lack of originality. What does this tell you about her?
  - o What is the problem Paige seems to have with creativity and cliché?
  - o How do you think the author tries to subvert cliché in this novel? Does it work?
- Growing up and facing difficulties
  - o Paige and her friends have to overcome a range of issues. Which of these do you think are normal problems everyone goes through when they're growing up and which are exceptional?
  - o Which problems does Paige face on her own and when does she seek help?
- Ups and downs are inevitable – you can't always keep things steady
  - o What do Paige and Ryan seem to think the "job of the bass player" is? Why do they think this?
  - o How do we see Paige trying to control things in her life?
  - o Why does this eventually prove impossible?

### Structure

- The opening passage at first seems to be a fantasy before the first line of the novel "flicks" into the reality of the practice room. What does this sequence actually turn out to be? Why do you think the author started with this scene? How do you feel when you encounter it the second time?
- The novel is structured around the school terms – Term One to Term One of the following year. What does this structure suggest about the nature of time? Why is this important to keep in mind?
- What are the major changes between the first Term One and the second Term One?
- Some chapters echo or foreshadow other chapters in the novel. When and why does this happen? What are some of the parallels?

## Language / style

- Paige is a teenager, but she has moments that suggest she is smart and might even be trying to hide it. Find examples where Paige's language is not so typical of a teenager.
- How does Paige change the way she talks when she is:
  - o With her family
  - o With Sam, Lily, Molly
  - o With the band
  - o Talking about music
  - o Narrating to the reader?
- Paige often uses musical analogies and similes to describe how she's feeling. Why do you think she does this? Find some examples – are they consistent?
- Compare the different ways Paige describes:
  - o Playing bass by herself in her room
  - o Practising double bass on her own
  - o Playing with the band in the practice room
  - o Performing with the band
  - o Playing with the orchestra.
- What does Paige's poetry reveal?

## Character

- Paige
  - o Paige has moments where she takes control, but they are not always well informed. Why do you think she does this?
  - o How does Paige react when things don't work out well for her? What do you make of this?
  - o Find examples of Paige being a good friend. Is she always?
  - o Paige sometimes appears older than she is – or seems to try to appear this way. When does this not work out for her?
  - o She is quite naïve, but seems to completely believe in what she thinks is right. How does she cope with getting things wrong?
  - o Paige is very determined and serious about music. What do you think the future might hold for her?
- Spike
  - o Paige gets to know Spike a bit better as the novel goes on. What is it she starts to realise about him?
  - o How has he changed from the beginning of the novel?
  - o Why do you think he leaves town so abruptly?
- Ed
  - o What might be bothering Ed at the beginning of the novel?
  - o He probably goes through the biggest change of all the characters, yet Paige still describes him as "steady" to the end. What is it about him that she seems to admire?
  - o He's a bit like a big brother to Paige in some ways. Give examples of him being protective of her.
  - o We don't get a very strong sense of Ed's personality, but we do see his contributions to band practices. What kind of person is he?

- Jay
  - o What does Paige dislike about Jay to start with?
  - o He comes across as quite childish, but actually proves to be compassionate and a good friend to Paige. Find some examples of this.
  - o How would you describe Jay's attitude towards achieving – at school, with music?
- What role do each of the other characters play? What does Paige learn from her interactions with them?
  - o Rose
  - o Molly
  - o Lily
  - o Sam
  - o Ryan
- The adults play minor roles in the novel (Dad, Linda, Mr Shaw, Ms George, Mum). Discuss how they remain significant but still in the background of Paige's life. Do you think this is realistic or is Paige downplaying their contributions?

## Key Scenes

Consider analysing some of the following scenes in terms of the information we learn about characters and themes.

- TUESDAY, p.29: Sam's cartoon
  - o What did Paige do wrong? Why does she insist on 'fixing' it?
  - o What does Sam's reaction suggest?
- SUNDAY, p.49: First Orchestra practice
  - o Paige hasn't practised – what does this suggest about her attitude?
  - o What are the key differences she finds between playing with the band and in the orchestra?
- TUESDAY, p.53: Paige's Birthday
  - o We learn some key information here about Paige's family – how does Paige justify her reaction to her mum's call?
  - o Why does Paige feel so bad about Molly's situation?
- THURSDAY, p.64: Ms George's rant in English class
  - o What does Paige learn from this?
  - o Do you buy what Ms George is saying? Why/why not?
- WEDNESDAY, p.79: Imagined interview
  - o There's a bit of foreshadowing here – what do Paige's ideas about fame tell us about her?
- SATURDAY, p.85: Hang over after the regional competition
  - o The regional competition is described retrospectively through Paige's bleary eyes – why?
  - o Why does she feel so bad?
- SATURDAY, p.105: Stink Kitten gig
  - o What are people trying to tell Paige in this scene?
  - o There is foreshadowing here too – what do we suspect might happen at this point?

- FRIDAY, p.122: Band argument
  - o This is the first time things really flare up with the band – why now?
  - o What roles do each band member take in trying to fix it?
- SUNDAY, p.129: Party with Ryan
  - o What excites Paige most about this new scene? What does this tell us about her?
  - o What do we learn from her description of music?
- MONDAY, p.158: Stalking Ryan
  - o This is a comical scene, but very intense for Paige – why is she doing this?
  - o What do we know at this point that she hasn't quite figured out?
- TUESDAY, p.174: News about Ed
  - o How does the style of writing change here? Why?
- SATURDAY, p.188: The Final
  - o How are each of the band members dealing with the stress (before and after the performance)?
  - o Could what went wrong have been predicted earlier? What's the lesson or metaphor here?
- FRIDAY, p.216: Spike leaving
  - o What do you make of Paige's gift to Spike? How does it sum up the year?
  - o How does this scene play into Paige's ideas about cliché?
- SATURDAY, p.219: Goodbye to Rose
  - o Paige learns some important information here. What might she have to realise about herself in light of this?
  - o How has her relationship with Rose changed?
- WEDNESDAY, p.229: At Foldback
  - o How is the world of the record store both similar and different to Paige's teenage world?
  - o How might working here help Paige grow?
- SUNDAY, p.234: Epilogue
  - o What has changed for Paige now?
  - o Does this ending provide us with a satisfying place to leave her? Why/ why not?

### Wider Issues and links for support

- Eating disorders
  - o <http://www.ed.org.nz/>
  - o <http://www.mentalhealth.org.nz/get-help/a-z/resource/37/eating-disorders>
- Depression
  - o <https://thelowdown.co.nz/categories/depression/depression>
- Sexuality
  - o <http://www.ry.org.nz/>
- Drinking culture
  - o <http://www.youthline.co.nz/info-zone/drugs-and-alcohol/alcohol/>
- Abandonment
  - o <http://self-compassion.org/>

## Playlist

<https://open.spotify.com/user/saradha.koirala/playlist/3J4Ks7Fur1hAPrHJM0UtAc>

Above is a link to a playlist of some of the songs Paige mentions throughout the novel. Below is a description of the context for each track:

	Title	Artist	Album	Context
1	You're Gonna Make Me Lonesome When You Go	Bob Dylan	Blood on the Tracks (1975)	Paige listens to Blood on the Tracks a few times – especially when she's feeling down. This song is where the novel's title comes from and at one point Paige even considered stealing the lyrics for her own assignment!
2	You're My Best Friend	Queen	A Night at the Opera (1975)	Spike enlightens Paige about Queen when she has to take a song to music class. They listen to this song and it inspires Paige's "artwork" for Sam.
3	Pretty Vacant	The Sex Pistols	Never mind the Bollocks, Here's The Sex Pistols (1977)	Paige just mentions The Sex Pistols briefly, but as one of the "revolutionary" bands. Their music was very simple, but heralded the start of the punk movement.
4	Black Dog	Led Zeppelin	Led Zeppelin IV (1971)	Paige is listening to Led Zeppelin when she's texting Ryan back and dismissing Spike. It seems to empower her. 'Black Dog' is also a common metaphor for depression.
5	All Apologies	Nirvana	In Utero (1993)	Paige mentions Nirvana as one of the important bands of the 90s. Their music helped spread the popularity of Grunge.
6	Mellon Collie and the Infinite Sadness	Smashing Pumpkins	Mellon Collie and the Infinite Sadness (1995)	Paige gets a job at the record store when she's looking for a particular Smashing Pumpkins album. It seems likely it would be this one given its status and the mood she is in at the time.
7	Unaccompanied Cello Suite no.1 in G Major	Bach (performed by Yo-Yo Ma)	Bach Cello Suites (1700s)	Although Paige is playing Bach as part of an orchestra, it's the solo/unaccompanied practice that helps her understand her role. Bach's Cello Suites are also sometimes performed on the double bass.
8	Here Comes the Sun	The Beatles	Abbey Road (1969)	Abbey Road is mentioned a couple of times and Paige and Spike listen to this song together. It speaks for itself.
9	Wish You Were Here	Pink Floyd	Wish You Were Here (1975)	When Paige puts this record on it's actually the first track 'Shine On You Crazy Diamond' that fills the room with its eerie synthesiser sound.