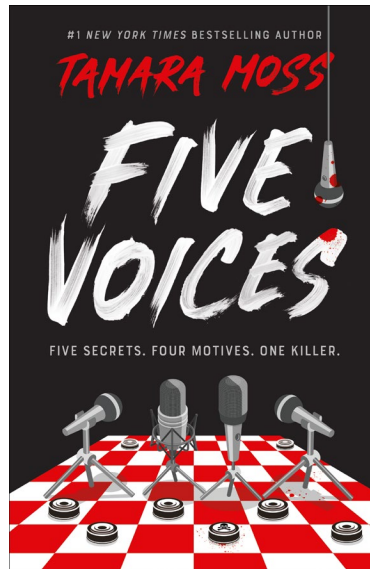




FIVE VOICES

Written by TAMARA MOSS

RECOMMENDED FOR: Ages 14+ YEARS OLD (YEARS 9 TO 12, SECONDARY)

GENRE: Young Adult, Mystery, Crime, Thriller, Suspense

THEMES: coming-of-age, identity, family, friendship, acceptance, love, courage, hope, good versus evil, podcasts, Catholicism, perspective, consent, grief, trust, community, belonging, forgiveness, found family, LGBTIQA+

CURRICULUM LEARNING AREAS:

- English
- The Arts – Drama
- Health & Physical Education
- Cross Curriculum Priorities – Personal and Social Capability; Ethical Understanding

NOTES WRITTEN BY: Christina Wheeler

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INTRODUCTION

When five friends launch *Five Voices*, a podcast that debates topical issues, they spark fierce reactions from supporters and critics alike. To protect their identities, Rosie, William, Simone, Zac and Ocean record under pseudonyms, but their anonymity is shattered when they become the targets of a doxxing attack that exposes their personal details and compromises their safety. As public scrutiny intensifies, a scathing article threatens not only their reputations but also their futures. In a world fuelled by parasocial relationships and online outrage, it seems nothing is off limits.

What no one anticipates, however, is the murder of one of the five following a heated argument after a recording session. When it emerges that the inscrutable William has antagonised his friends and concealed significant truths from them, suspicion fractures the group. Each member harbours secrets, and each has a potential motive. Who is telling the truth, and who is hiding the most devastating lie of all?

Five Voices is a thrilling, page-turning murder mystery that explores trust, acceptance, love and forgiveness while challenging simplistic notions of right and wrong. Through evocative, figurative language and carefully crafted flashbacks, the novel gradually reveals complex relationships and deeply painful experiences, inviting readers to consider the many shades of human behaviour.

Readers should be aware that the novel contains references to suicide, sexual assault, drug use, violence, mental health challenges and death. It is best suited to Young Adult readers aged 14–18, particularly students in Years 9–12.

PLOT SUMMARY

When Rosie, William, Simone, Zac and Ocean meet at a Year 7 drama camp, they form an unlikely bond. Now, as the end of Year 12 approaches, their views and opinions diverge, creating the perfect foundation for a podcast that tackles controversial issues from opposing perspectives.

All five come from different suburbs, backgrounds, cultures and life experiences. Rosie's mother walked out when she was a newborn. Simone struggles under the weight of her devout Catholic mother's high expectations. Zac, a non-practising Jew, navigates life in the aftermath of his parents' separation while his father battles depression and mounting debt. Ocean left school after enduring relentless bullying because of his sexuality. Then there is William: privileged, outspoken and accustomed to getting his own way. Beneath his confidence, however, lies a devastating secret. As a young boy, he discovered his mother after her suicide, a truth known only to Rosie.

As the story unfolds, it becomes clear that every member of the group is carrying hidden burdens. Long-buried secrets surface, loyalties fracture, and tensions simmer. Nothing is

quite as it seems, and the cracks appearing in their friendships may prove impossible to repair.

Told through the third-person perspectives of Rosie, Simone, Ocean and Zac, alongside raw transcripts from selected 5V podcast episodes, the novel invites readers to unravel a web of complex relationships, layered characters and recurring motifs. Piece by piece, they must uncover the truth behind a suspenseful and gripping murder mystery.

Q&A WITH TAMARA MOSS

What inspired you to write *Five Voices*, and where did the idea for the story first come from?

'I wanted to write a murder mystery where everyone had a secret. I was inspired by several of my favourite podcasts, both silly ones and serious ones. To start with, I wrote the story in notebooks while I cared for my newborn. It was just something to pass the time!'

The novel explores different perspectives and experiences. Why was it important to tell the story through multiple voices?

'I've used my characters' differing points of view to push debates on complex topics into grey areas without being didactic. I want to challenge young adults into similar debates among their peers, family and online communities, while listening to other perspectives. Would legalising drugs *actually* be bad? Why is the vaccine debate so divisive? Where is the line drawn between drunken consent and rape? How can you still love someone, even if they say and do terrible things?'

Which character did you find the most challenging or rewarding to write, and why?

'Oh gosh, my most challenging character was Simone. I cried when I wrote her chapters, and I cry again during every edit and reread. That being said, she was also my favourite character to write. I found her story so compelling – I found myself desperate to get her out the other side, to finish her arc.'

What do you hope young readers learn or think about after finishing *Five Voices*?

'I was just like Rosie when I was a teenager. Everything was black and white. I couldn't handle the areas in between. So now, I want this book in as many teenagers' hands as possible. I want them to challenge biases. Stop allowing social media to tell them what to think. Listen to *why* other people are making opposing arguments. I want them to understand that the binaries are false. Reality is grey. There are no easy answers.'

Were any of the events, themes, or settings in the book influenced by your own life or experiences?

'Rosie mirrors my teenage personality, but I've dug deeply into my experiences over the past forty years to write Simone's story. While not identical, I was able to draw from that same well when delving into her emotions. It's why I say a piece of my soul is in this book - I had to get extremely personal to tell her story. On a lighter note, if we were to talk about settings, the Cheese Shop and Kalamunda markets are real and beloved places!'

CLASSROOM DISCUSSION AND ACTIVITIES

BEFORE READING

- Using the cover and blurb of *Five Voices*, make predictions about this story. What are you wondering? Why might the book have this title? What does the inclusion of a checkers board on the cover suggest?
- Discuss the tropes and generic features of typical murder mystery texts. As you read *Five Voices*, identify these features, noting clues and red herrings. How does *Five Voices* differentiate itself from other murder mysteries?
- After reading *Five Voices*, share how your initial ideas about the book have changed. What has stayed the same?

ENGLISH

Discussion Prompts:

- The text begins with the present-tense description of William's apartment one hour and thirteen minutes before his murder. Discuss the use of language features to set this scene. How have tension and intrigue been created? How does it help frame the mystery and suspense of this story so vividly? After finishing *Five Voices*, return to this passage. What clues given here are critical to the closing stages of this book?
- Discuss the structure of *Five Voices*, including the flashbacks to the party and the inclusion of transcripts and messages. How do these structures help further engage readers?
- Discuss the comment in Chapter 5 that 'recording controversial conversations required cohesion. Friendship' (p36). What is required of friendships to allow such differences of opinion to be heard without causing lasting friction?
- Explain Will's sentiments about the *fallacy of binaries*. What does he mean? Identify such fallacies throughout *Five Voices*?

- Simone's boyfriend, Dez, plays an interesting role in the text. How does the author position readers to view his character? What makes Simone so doubtful of his intentions? What clues do we get that he is a wholesome character?
- How would this story be different had the group not been doxxed? How would it be the same?
- Explain how sunflowers are used as a cohesive device in *Five Voices*?
- Re-read the messages between Rosie and Adelaide. Why is most of the communication in these coming from Rosie? How is this device used to cleverly and purposefully introduce readers to Adelaide without giving away spoilers? How does this add to the suspense of the story?
- Why are the different perspectives shared in *Five Voices* essential to the telling of this story? Would it work if told from only one person's point of view? Discuss.
- Why is Charlie so angry at Zac for not disclosing he is brown? Is she justified in her anger? Discuss.
- How is the motif of scent and cologne used throughout *Five Voices*?
- What does Rosie's grandmother mean when she says that teenagers from decades ago are not all that different from now (see pp191-192)?
- Discuss the symbolism of the 'gimmicky lighthouse on the roof' (p21) of the teahouse. How does its closure affect the team, especially Ocean?
- Why does Ocean feel both sad and hopeful now that William is dead (see p92)?
- How does Rosie grieve for William? How do her feelings towards this grief change as the story progresses?
- Why has the author included characters such as Charlie, Vittoria and Dez? How would this story be different without them?
- Discuss the notion that 'when we grieve, we remember our roots' (p209). How does Rosie grieve for William? How does this eventually help her to reconcile with her mother?
- How does *Five Voices* explore the relationships between parents and children?
- Is Zac justified in thinking he relies on others? Discuss.
- Why does Ocean liken Simone's pursuit of excellence and perfection to a drug addiction (see p287)? Do you agree with him? Discuss.
- What are echo chambers? How are they formed? How does the concept behind the *Five Voices* podcast aim to mitigate these?

- Later in the text, why does Rosie feel pity towards William, even though she feels he doesn't deserve it (see p308)? What makes it so difficult for Rosie to completely abandon her love for him?
- What role does religion play in *Five Voices*? What is the significance of Simone being left with the outline of a crucifix on her chest after the fire?
- How is hope an important theme of *Five Voices*? Why does Zac feel that 'hope was a pearl that, when shattered, cut even deeper than if it hadn't been there at all' (p318)?
- Why is Rosie's 'black-and-white perspective' (p349) problematic? What do you think the author wants readers to understand about this after reading *Five Voices*?
- What does Zac mean when he says, 'I think everyone's a hypocrite to some extent. We can't help ourselves' (p394)?
- How does Bryce's character epitomise some of the issues associated with parasocial relationships?
- When Rosie sees Bryce's tear-stained face through the police car window, why does she feel a 'twinge of sympathy' for him (p438)? How does this also show Rosie's growth?
- How is *Five Voices* a story about forgiveness?
- Describe the parallels between the different romances in *Five Voices*.
- Discuss the symbolism of the scarlet vase in *Five Voices*.
- Why do you think that William has the last word in *Five Voices*: 'Have faith, my friends. Maybe it'll be great. You know? Maybe it'll be something really special' (p471)?

Learning Experiences:

- As you read *Five Voices*, track the main plot points on a timeline, taking note of the clues given about William's murder.
- Using a graphic organiser, summarise your understanding of the characters and events of *Five Voices*.
- In small groups, choose a scene from *Five Voices* to re-enact.
- Explain the connection Rosie has with her cousin Vittoria. Why are they such a comfort to one another?
- In the role of Simone, explain why you have shaved your head. What were you really getting rid of? How would you navigate things differently if you had the chance?
- Create a suspect chart linking each of the main characters to William's murder. Use details from the text to annotate this chart.

- Which character from *Five Voices* do you most relate to? Why? Share in a reflection.
- Create a Character Comparison of either Rosie and Simone or Ocean and Simone. What are their traits? How are they similar and different? Use excerpts from the text to support your thinking.
- In the role of Zac, write a journal entry about the facade you hide behind despite your aching desire to break free.
- In the role of Rosie, journal about your relationship with William, especially after his death.
- Create a character portrait of one of the main characters from *Five Voices*, identifying their traits, strengths and weaknesses. Use excerpts from the text to illustrate your understanding of this character.
- Explain how the motif of light is used in *Five Voices* to synthesise the main themes of this story.
- Examine the lyrics of songs mentioned throughout *Five Voices*. Why has the author chosen these songs to reflect particular characters and plot points? Create a playlist suitable for a character of your choice, adding your own song selections. Give brief annotations to justify each track's inclusion.
- Debate whether William 'was, after all, the worst person in the world.' (p303).
- How does sharing the vulnerabilities of the main characters help audiences to be more empathetic and vulnerable themselves?
- In small groups, discuss whether the actions of William's killer were justified.
- What is your biggest takeaway from reading *Five Voices*? Share in a reflection.
- Choose a scene from *Five Voices* to write from the perspective of a character who did not narrate this chapter.
- Debate whether William's actions are the result of his mother's suicide.
- How has Simone grown and changed throughout the course of *Five Voices*? How does taking herself offline help her?
- Discuss the use of figurative language throughout *Five Voices*, and how this contributes to reader engagement. Examples include:
 - 'Rosie weaved around trucks on Roe Highway...and joined a crawl of traffic up the hill to Kalamunda.' p4
 - 'Uncertainty prickled at the back of Rosie's neck.' p7
 - '... leaving him by himself in his opulent apartment like a prince trapped in a tower.' p7
 - 'A jolt of pleasure stole Rosie's voice.' p10

- 'Rosie's pulse tap-danced.' p12
- 'Zac watched the scenery change from concrete freeways along the sparkling river to shrub-lined highways, then to narrow, weaving roads between towering gum trees.' pp14-15
- 'The air was laden with floral smells, the native trees in bloom around the neighbourhood.' p15
- 'Zac's anger from the party was still simmering beneath the surface. It was a volcano inside him, its pressure building, squeezing at his lungs like an asthma attack.' p15
- '...but the joke stung.' p16
- 'His brain was already surrendering. The familiar, spinning-teacup sensation whirled through him as memories surfaced from the depths.' p16
- 'The humming panic. The sludgy dread.' p17
- 'He smelled like fruity vape smoke and onions.' p19
- 'She always appeared exhausted now, her face lined, her shaggy mullet growing out.' p22
- 'William's threat had resonated through Ocean like a baleful church bell...' p23
- '... watching the sun sink towards the ocean.' p28
- 'Her dad's profile was solemn beneath the passing streetlights.' p32
- 'Rain spat on the windscreen. Clouds had slunk over the sky...' p32
- 'Rosie ducked into the dry, cheese-scented warmth.' p34
- 'Rosie breathed in a mouthful of hot blanket air.' p43
- '...the adrenaline punching at her heart.' p44
- 'It felt like a trapdoor had opened beneath her feet and she was in midair, the instant before dropping...' p48
- 'Her voice was clogged with emotion.' p59
- 'The hush from her best friends was deafening.' p63
- 'It was like being body-slammed into a wall.' p78
- 'Fear flooded her body.' p79
- 'Sometimes, this PhD felt like it was swallowing her whole.' p80
- 'The notification for Dez's unread message was an angry red circle in the corner of the screen.' p80
- 'Her Hail Mary turned to dust on her tongue.' p81

- 'Pain needled her chest.' p82
- 'Aunt Lucy wrapped Rosie in a hug that was all hairspray and heavy perfume.' p101
- "'Well, my favourite is Ruby," Adelaide said with a wink that caused a zinging sensation from Rosie's heart down to her toes.' p112
- '... Zac looked thunderous.' p113
- 'His brain like tomato-y spaghetti across the bricks...' p116
- 'It was like being under a weighted blanket, smothering her as she thrashed for freedom.' p119
- 'It was strange, this loss. Sometimes it hurt, squeezing at his chest and clogging up his throat, like how it felt when his parents had separated.' p124
- 'A hot ball churned around the point of Zac's solar plexus.' p125
- 'The lump in Zac's throat was so large, he couldn't answer.' p131
- 'His insides twisted in panic.' p132
- 'Panic still flooded his system.' p137
- 'Rosie's breath rushed out in a whoosh.' p141
- 'The church looked mournful in the drizzly afternoon.' p149
- 'The smell of his amber cologne drifted like a ghost towards her...it felt invasive. Like she'd caught the whiff of a predator.' p151
- 'His cologne swam around her.' p153
- 'Simone's throat was so dry, she couldn't swallow.' p154
- 'The suggestion hung in the air for several seconds before he nodded.' p171
- 'The pain came unexpectedly, a jagged shard in Ocean's chest.' p175
- 'Ocean's breath was stuck in his chest.' p179
- 'And yet those warm brown eyes held something so intense, the realisation was like a punch in the face.' p182
- 'Zac's gaze was soaked in desire.' p183
- 'She reached across to drag Vittoria into a hug, sinking into a cloud of floral perfume.' p195
- 'It was like witnessing a sunflower wilting...' p197
- 'Zac swallowed down a cold dread...' p208
- 'The grief in his voice was like a blow to the ribs.' p208

- 'Whenever he thought of Zac, of that intense stare, his stomach would dip in a not-unpleasant way. Like being on a ride at Adventure World.' p216
- 'Hope had him in an iron grip.' p217
- 'His phone vibrated and his insides did a tumble when he saw Zac's name.' p217
- 'Rosie felt her anger intensify into all-out Medusa-style fury.' p237
- 'A precognitive chill doused Rosie's rage.' p243
- 'She felt as if a train were speeding towards her and she wasn't getting off the tracks.' p258
- '...but hearing him now, after everything she'd discovered, felt like she was having a heart attack.' p260
- 'And he was feeling . . . Good. So good. Too good. Spinning-teacups good.' p268
- 'It had always been there, the door slightly ajar, beckoning. He'd shut it forcefully over the years, but it kept popping open.' p268
- '...her hair spilled across the carpet like a shiny black river.' p269
- '...the absence of his attention was like a physical ache.' p269
- 'An ember of frustration ignited inside Zac.' p276
- '...breathing in the tangy, salty scent of dune vegetation.' p279
- 'Ocean swallowed down a balloon of guilt.' p280
- 'A sense of dread grew in his chest the higher they climbed.' p282
- 'Her hair fell in curtains around her shoulders.' p283
- 'Silence enfolded her words.' p288
- 'Her new smile was plastic.' p289
- 'The idea that they could hurt her gentle friend filled her with a ferocious rage.' p309
- 'Simone tamped down a swell of hope.' p310
- 'A sphere of hope glowed inside her as he continued.' p310
- '...Simone's calm forest music tinkled through the speakers again.' p310
- 'Now she stared at the crucifix that sat around his neck, its silver chain more like a shackle than salvation.' p312
- 'His amber cologne fought thickly between the petals' perfume.' p312
- 'The words burst from her mouth like a geyser.' p314

- 'But he slammed the door, breaking her question, leaving her trapped in the hot, sticky-sweet fragrance of his perfect flowers and expensive cologne.' p316
- 'Zac shoved the phone in his pocket, snuffing his stubborn hope.' p318
- 'He swiped the images away, searching his sludgy brain for more lucid thoughts.' p319
- 'There was an emptiness in the air after he hit send.' p322
- 'That plummeting sensation had become the graviton, pinning him down and making him dizzy.' p329
- 'Charlie's anger melted.' p344
- 'Her expression was wooden.' p346
- 'Her fingers laced together, squeezing so hard her nails turned white.' p347
- 'The shock hit so hard, it was as though she'd been dumped beneath a giant wave. Pain flooded her system.' p357
- 'The word came out as a weak burble.' p376
- 'Dez's voice was a balm melting through her body.' p376
- 'A landslide of hope thundered through Zac's body.' p388
- 'Grief swelled in Zac's throat.' p389
- 'A dry laugh fell from Zac's mouth.' p389
- 'He swallowed down a surge of anxiety as they climbed the steps of the porch.' p390
- 'He couldn't exist around Zac anymore without feeling like his insides were going through a shredder.' p398
- 'Silence filled the space between them.' p398
- 'Words bubbled in his mouth...' p398
- '...but Zac was staring at the ground, a curtain of hair over his eyes.' p403
- 'Sweat prickled against Ocean's palms.' p403
- 'It felt like the hole in her heart.' p420
- 'Her friends' voices immediately lifted in a cacophony of incredulity and questions.' p420
- 'There was a hellish quality to the light, but...' p435
- 'Acrid smoke flooded in, instantly choking them.' p435

- 'He'd felt like a concrete slab was crushing his chest, like he was trying to suck in air through the eye of a needle.' pp439-440
- 'Horror curled in her throat.' p456

ASSESSMENT:

- In an annotated graphic organiser, show your understanding of Rosie's character development. Include excerpts from the text to support your ideas.
- Evaluate the doxxer's summaries of each character. Are they justified? Use evidence from the text to support your views. Write your own summaries for each podcaster to show your full understanding of their characters.
- Explain how the multi-person narration of this story helps readers to better understand the characters' struggles, ideals and perspectives?
- Justify to the editor of *Five Voices* the inclusion of either:
 - The pod's raw transcripts
 - Rosie's *Songheart* videos
- In a multi-modal presentation, respond to the following statement: *Five Voices* is a book about identity.
- In an essay, compare the characters of Rosie and William. Include excerpts from the text to show your understanding of these characters.
- Write an argument about whose story this is, justifying your ideas with evidence from the text.
- Write a monologue in the role of one of the main characters. Alternatively, retell a scene from *Five Voices* from the perspective of another.
- In the role of Preston, write the article about the *Five Voices* podcasters.
- Choose a character from *Five Voices*. Explain how this character personifies the *fallacy of binaries*. Alternatively, explain the *fallacy of binaries* as it applies to this character with reference to the following excerpt:

'They were facing the unknown. And maybe it would be incredible. There it was again – the fallacy of binaries. The future was sad. And the future was happy. Rosie could finally admit that William was onto something.' (pp466-467).
- In an essay, discuss the role of shame in *Five Voices*.
- In pairs, record a podcast evaluating whether William is evil.
- In the role of Charlie, write a recount of your time knowing the 5V members. Why did you dox them? What, if any, regrets do you have?

- Explain why this text is entitled *Five Voices* given that William has no chapters of his own. Is William's perspective still heard? Discuss.
- How is the motif of light used to reflect the main themes and storylines of *Five Voices*?
- In an essay, discuss the character development that either Rosie or Simone undergo in *Five Voices*.
- Select two characters from *Five Voices*. On a graphic organiser, show your understanding of their different voices. Choose one of these characters. Write a recount of a scene from this character's first-person point of view.
- In pairs, prepare and produce a podcast about one of the issues featured in *Five Voices*. Examples include:
 - Bikes on roads
 - Standardised testing
 - The salaries of sportspeople
 - Speed limits
 - The provision of contraception at leavers/Schoolies' week
 - Government funding of the arts
 - The legalisation of all drugs
 - Your own choice (in consultation with your teacher)
- In small groups, write and record a podcast that discusses how the characters of *Five Voices* navigate diversity, relationships, identity and love.
- Write your own exposé about the practice of doxxing and its consequences.
- In groups of four, assume the roles of the surviving 5V cast. Record a podcast to answer Rosie's question: 'Should I hate him, or feel sorry for him?' (p423).
- Choose Rosie, Simone, Zac or Ocean. Make predictions about their life one month, one year and one decade after the text ends. Using some of these ideas, write a chapter from their first-person, present-tense perspective.

THE ARTS - DRAMA

Learning Experiences:

- Using *Five Voices* as stimulus, hold your own *improv* sessions.
- Reenact scenes from the *Songheart* recordings.

ASSESSMENT:

- Using evidence from the text to support your ideas, design a wardrobe for each of the main characters in *Five Voices*.
- Imagine that you are producing a stage production of *Five Voices*. Choose a scene from the text on which to design the set and props for this scene. In a reflection, justify your choices using evidence from the text to support your thinking.
- Choose a scene from *Five Voices* on which to base a play script. In small groups, perform this part of the story.

HEALTH & PHYSICAL EDUCATION**Discussion Prompts:**

- Discuss both the destructive and constructive relationships that exist in *Five Voices*. How does the text promote respectful relationships? How do the main characters eventually ensure their relationships are healthy rather than toxic?
- How is *Five Voices* an important text that celebrates diversity?
- In what ways is this story about voicing feelings and emotions?
- How does Simone learn to accept, love and care for herself without shame? Why is this important to her wellbeing? How can you strengthen your own sense of acceptance as well as that of others?
- How important is belonging to happiness? Which characters in *Five Voices* feel excluded from this sense of belonging? How does it affect their actions?
- How do the main characters eventually show self-awareness in this story?

Learning Experiences:

- In a reflection, share what you have learnt about yourself and your engagement with others, especially online, after reading *Five Voices*.
- Examine the doxxing incident in the novel. Investigate real-world examples of privacy breaches and cyber abuse. Create an online-safety plan for teenagers based on the issues raised in *Five Voices*.
- Analyse the relationship between podcast creators and their audiences. Discuss influencer culture, cancel culture and online accountability. Evaluate how online interactions affect self-esteem and mental health.
- Explore how trauma affects the characters' behaviour and decision-making in *Five Voices*. Identify warning signs of mental health concerns. Create a webpage suitable for your school's intranet to promote youth support services such as Headspace, Kids Helpline, and Lifeline.

- Examine the friendship dynamics within the group. Discuss trust, communication, boundaries and power imbalances. Using selected scenes from the novel, practise respectful responses and conflict resolution strategies.
- Analyse the diverse backgrounds of Rosie, Simone, Zac and Ocean. Discuss how prejudice, religious expectations, sexuality and family circumstances shape their experiences. Investigate how stereotypes impact health and social outcomes

ASSESSMENT:

- Create a public service announcement that outlines the importance of respectful relationships.
- Provide a summary of the relationships in Simone's life, both respectful and harmful. Show how she eventually protects herself from further harm.
- Evaluate the connection between identity, belonging and wellbeing. How is this shown through *Five Voices*?
- Devise a board game that shares the impact on mental health and wellbeing of decisions and actions made by the characters in *Five Voices*.
- Create an infographic to promote social media awareness based on the slogan: 'Think before you share'.
- In small groups, create an awareness campaign about digital footprints and online behaviour, highlighting the implications of making comments online that may not be made IRL.
- Choose one of the main characters from *Five Voices*. Create a wellness plan for this character based on the events from the novel that impact their wellbeing.

ABOUT THE AUTHOR

TAMARA MOSS grew up in Perth, Western Australia. She has a BA majoring in Asian Studies and taught primary school for ten years. Inspired by her students' love of adventure, Tamara wrote a middle-grade series starting with *Lintang and the Pirate Queen*. She now writes YA murder mysteries, the first being #1 NYT bestseller *The Escape Game*, co-authored with Marissa Meyer. *Five Voices* is her first solo YA novel.



ABOUT THE WRITER OF THE NOTES

Christina Wheeler is a Teacher Librarian, speaker, literacy specialist and writer. She has been creating Teacher's Notes for almost twenty years and is a fervent advocate for deep analysis and rich discussion of texts. Christina has presented at international, national and state conferences, sharing her expertise in effective approaches to learning, teaching, academic research skills and literacy. She is passionate about nurturing in children not only a love for literature, but the critical thinking skills to make genuine connections between the stories they read and the world in which they live, learn and love.

CORRESPONDING LITERATURE

(In alphabetical order of authors)

As companion texts to *Five Voices*, consider the following texts:

Emery, Kate *My Family and Other Suspects* Allen & Unwin 2024

Jackson, Holly *A Good Girl's Guide to Murder* Electric Monkey 2019

Lockhart, E *We Were Liars* Allen & Unwin 2014

McManus, Karen M *One of Us is Lying* Penguin 2019