

PENGUIN

VIKING

Teachers' notes by
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Herman and Rosie *Gus Gordon*

Synopsis

Set in New York, this gorgeous picture book is a story about friendship, life in the big city, and following your dreams.

This is a tale about a big city.
It's a tale of hotdogs and music and the summertime subway breeze.
It's a tale of singing on rooftops and toffees that stick to your teeth.
But most of all, it's the tale of Herman and Rosie.

About the Author

Gus Gordon is an illustrator and author. He grew up on a farm in northern NSW and, after leaving school, worked on cattle stations all over Australia before deciding to pursue a drawing career. He moved to Sydney and studied at the *Julian Ashton School of Art*. Gus illustrated his first children's book in 1996 and has now illustrated over 70 books for children.

Gus's first picture book, *Wendy*, is about a motorcycle-riding stunt chicken and was selected as a [Children's Book Council of Australia](#) (CBCA) Notable Book in the 2010 Book of the Year Awards.

His new picture book is set in New York and is called *Herman and Rosie*.

Gus lives with his wife and three kids on the Northern beaches of Sydney.

www.gusgordon.com

Year Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and [creating](#). Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar [contexts](#) that relate to the school curriculum, local community, regional and global [contexts](#).

Students engage with a variety of [texts](#) for enjoyment.

They [listen](#) to, [read](#), [view](#), interpret, evaluate and perform a range of spoken, written and [multimodal texts](#) in which the primary purpose is [aesthetic](#), as well as [texts](#) designed to inform and persuade. These include various types of [media texts](#) including newspapers, magazines and [digital texts](#), early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how [texts](#), including [media texts](#), are influenced by [context](#), purpose and [audience](#).

English Achievement Standard

Receptive modes (listening, reading and viewing)

By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Productive modes (speaking, writing and creating)

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

More information on The Australian Curriculum can be found at <http://www.australiancurriculum.edu.au/>.

Source for curriculum

<http://www.australiancurriculum.edu.au/Year7?a=E&c=1&c=5&layout=1>

Dr. Pam Macintyre's article on Visual Literacy

<http://penguineducation.wordpress.com/2011/09/07/visual-literacy/>

Teaching Notes for Herman and Rosie – Gus Gordon

Exploring the Illustrations:

- Look closely at the illustrations as you explore the pages of Herman and Rosie.
- Examining the endpapers of the book, how old do you think the map of New York used here might be? What clues found within the map, might you be able to identify to assist you in your research of the answer? Where will you look for your answers? Places you might want to start looking...

<http://www.nycsubway.org/maps/historical.html>

<http://www.davidrumsey.com/NYC.htm>

<http://digitalgallery.nypl.org/nypldigital/index.cfm>

- Students should be able to articulate the use of collage – layering of newsprint, maps, postcards, advertisements, crayon, pencil, paints etc. There are several layers and elements to the illustrations Gus Gordon creates. How many mediums can you identify?
- There are many smaller separate stories being told within the illustrations of Herman and Rosie. Look closely at the other characters present. Choose one or more of these characters and create a narrative for them; who are they? What are their lives like? What are their occupations? Do they have families? Tell their story.
- What details can you learn about New York just from looking closely at the illustrations? Gus Gordon has portrayed a very particular New York story in his illustrations. What era in history do you think Gus is trying to convey?
- Gus Gordon has used layers of newsprint and actual advertisements throughout his illustrations to create tone and add depth to the story. Reading the newsprint and the advertisements adds another layer to the story being conveyed. What else can you learn about the era, the characters and the city they live in by examining these closely? Make notes on extra details you learn from these.
- How many ‘real’ items can you identify within the illustrations? Hint: look closely for the broccoli.
- What details can you glean from the illustrations about Herman and Rosie? Who are they? What do they like to do? Looking closely at the illustration surrounding our characters, we learn a great deal about them. Record these details to make a character profile for Herman and Rosie.

- There is a treble clef hidden on each double page spread. How many can you find?
- Choose your favourite illustration from the pages of Herman and Rosie. Can you identify the mediums used well enough to recreate the illustration yourself? Support this activity with a written explanation of why this is your favourite picture.
- It is said we can learn a great deal about illustrators and authors by the stories they share with us in words and pictures. What have you learned about Gus Gordon by reading the story and studying the illustrations of Herman and Rosie? You can share this with your class via vodcast, podcast or by writing a 'news story' about Gus Gordon.
- Make a book trailer for Herman and Rosie using the following instructions. Consider carefully your choices of images, music and the 'mood' you wish to convey in your book trailer.

Book Trailer - Herman and Rosie

Using iMovie/Windows Movie Maker, you will be creating a Book Trailer for **Herman and Rosie**. This will form part of your assessment for this Unit of work.

- Create a folder on your desktop titled **Book Trailer- Herman and Rosie**.
- Source images from the following websites (remember to save the URL's of the images chosen and paste them into a Word doc for later).
- <http://www.morguefile.com/>
- <http://www.wylio.com/>
- <http://imagebase.davidniblack.com/main.php>
- <http://www.photos8.com/>
- Once you have chosen and saved your images to the folder, begin your storyboard
- Go to Pages/Word Processing/Miscellaneous
- Select Storyboard
- Begin planning your trailer using the storyboard template

Remember to consider the following-

1. Are your chosen images relevant?
2. Will you include text?
3. Is the text relevant?

4. Where will choose to place text?
 5. Are you complying with copyright rules?
 6. Is your music choice relevant?
 7. Does it suit the 'mood' you are trying to convey?
- Once satisfied with your storyboard, consider music choice.
 - Use the following site to source creative commons licensed music (remember to save the URL's of the music chosen and paste them into a Word doc for later)
 - <https://creativecommons.org/legalmusicforvideos>
 - Open iMovie and begin creating your Book Trailer
 - Don't forget to paste all URL's for sites used into a Bibliography Slide at the end of your book trailer.
 - Use the following checklist to determine if your Trailer is ready to submit for assessment.

Book Trailer Checklist

You are NOT finished until you complete all of these steps!

Verify that every single image link works. If one doesn't work, you have 2 choices:

- replace the picture and cite the new one
- find the image and cite it properly

Put your citations in the order the pictures appear in the video. Make your citation slide pretty:

- Line up all the entries
- Make the fonts all the same
- Double check your spelling and capitalization

- Do this: file – save as pictures
- Insert your citation picture into iMovie

- Double-check all of your spelling and grammar on your trailer text frames.
- Make sure your music matches the mood of the book.
- Make sure you have included the title, author, and book cover picture in the very beginning of your trailer.

Once you have done all of this, finalize the trailer, fill out the bottom part, and give this sheet to your teacher.

Name:

Book Trailer name:

Saved to folder/ server.....:

Book Trailer Rubric

Daily grade:

_____/25: All images (except the book cover) found on sites listed

_____/25: citation slide present at end of trailer

_____/50: All links on citation slide work (-10 for each problem)

Test grade:

_____/50: Grammar (-5 points for each major error)

Elements:

_____/10: Mood was obvious and consistent

_____/5: Setting was represented and matched mood and pictures

_____/20: Plot was introduced, but not completely revealed; it made sense

_____/10: Pictures were interesting and made sense

_____/5: Title of the book was included

Exploration of the Narrative:

- Careful exploration of the cover of Herman and Rosie reveals much about the story within. Pair with a friend and interview one another about your predictions of the story. You might like to do this via vodcast, podcast or a written interview.
- On the title page for Herman and Rosie, there is a quote from Mark Twain. Reading the quote carefully, what do you think Mark Twain is saying when he states “where the stranger is lonely in the midst of a million of his race.”?
- What further predictions would you make about Herman and Rosie, based on your understanding of this quote?
- Who is Jacques Cousteau? Research him and jot down 5 points you discover about him. What does a shared love of Jacques Cousteau tell you about what types of people Herman and Rosie might be?
- Gus Gordon has used various methods of typography to highlight certain words throughout his illustrations. What do these words reveal about how New York City might feel to Herman and Rosie? Write a paragraph about how you think Herman and Rosie might feel about the city before they find one another.
- In the cubicle scene, what does this illustration say about society, about city life? Herman is the only character in colour. Why do you think Gus Gordon has chosen to do this?
- In the scene where Rosie is singing to an empty room (aside from a duck), she appears to still be enjoying the moment. Why do you think this is?
- “Herman thought he had sold lots of things, but in truth he was so happy to be talking to someone he often forgot the selling part.” What does this tell us about Herman as a person?
- “Rosie Bloom stood on the kitchen of her small apartment making pancakes. Lots of pancakes. Way more than she could

ever possibly eat.” What does this tell us about Rosie as a person?

- Herman and Rosie is essentially a story about two souls, alone in the midst of a hugely populated city, discovering a connection with one another. Do you think perhaps to be in a city so populated and being alone can intensify feelings of loneliness? Discuss as a class or share your thoughts in a writing journal.
- How might Herman and Rosie have sought to combat their feelings of loneliness before they found one another?
- Plan 5 activities/strategies Herman and Rosie might have done to meet other likeminded people.

Music elements:

- What part does music play in connecting Herman and Rosie?
- What is the relationship between the music and the way the characters are feeling about themselves and the city around them?
- What does it mean when the story says 'everything had fallen out of tune?'
- What is the story telling us about having a passion for something; in Herman and Rosie's case, music?

Activities:

'FaceBook' Page:

Imagine what Facebook pages of characters from the novel might look like. Think about what their status updates might look like and the post's they might put on one another's wall.

- Create a folder on your desktop entitled **Herman and Rosie-FaceBook Page**.
- Begin searching for and collecting copyright free images that represent your visualisation of the characters and the locations they live/visit.
- Create a fake FaceBook page for any character in **Herman and Rosie**



Sleeping Beauty [Edit profile info]

Princess at King and Queen Studied at None needed, I'm pretty In a relationship with Prince Charming Lives in Fairy Land From Far Far Away Born on 100 years ago

[Change profile pic] [Resize]

[Add friend]

Friends

- Snow White · [Edit] · [Remove] BFF
- Cinderella · [Edit] · [Remove] 2nd BFF
- Prince Charming · [Edit] · [Remove] Love of My LIFE!!!

[Add post] [Add photo post]

Sleeping Beauty
Sick of the other princess's talking smack about Charming dumping me for being too tired all the time
[Edit] · [Delete] · [Comment]

Today · Like · Comment · Share · See Friendship'
53 and 2 people like this

Sleeping Beauty Having a sleepover
Come to my castle for the bestest sleepover evahl
[Edit] · [Delete] · [Comment]

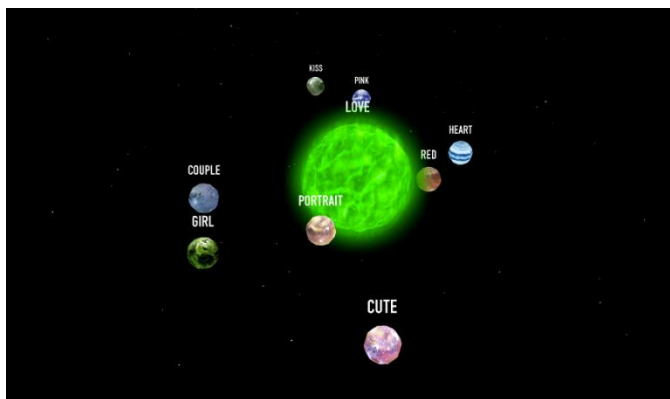
Next Week · Like · Comment · Share · See Friendship'
4567 and 456 people like this

Short Poem Creation:

- Go to http://www.piclits.com/compose_dragdrop.aspx
- Choose a photo that represents themes from **Herman and Rosie** to you
- Choose words from lists, drag and drop to create your PicLit poem
- Save and add to your Digital Scrapbook

TagGalaxy Warm Up:

- Go to <http://taggalaxy.de/>
- Type in a keyword that elucidates a theme from the novel; e.g.- Hope
- Click on a planet



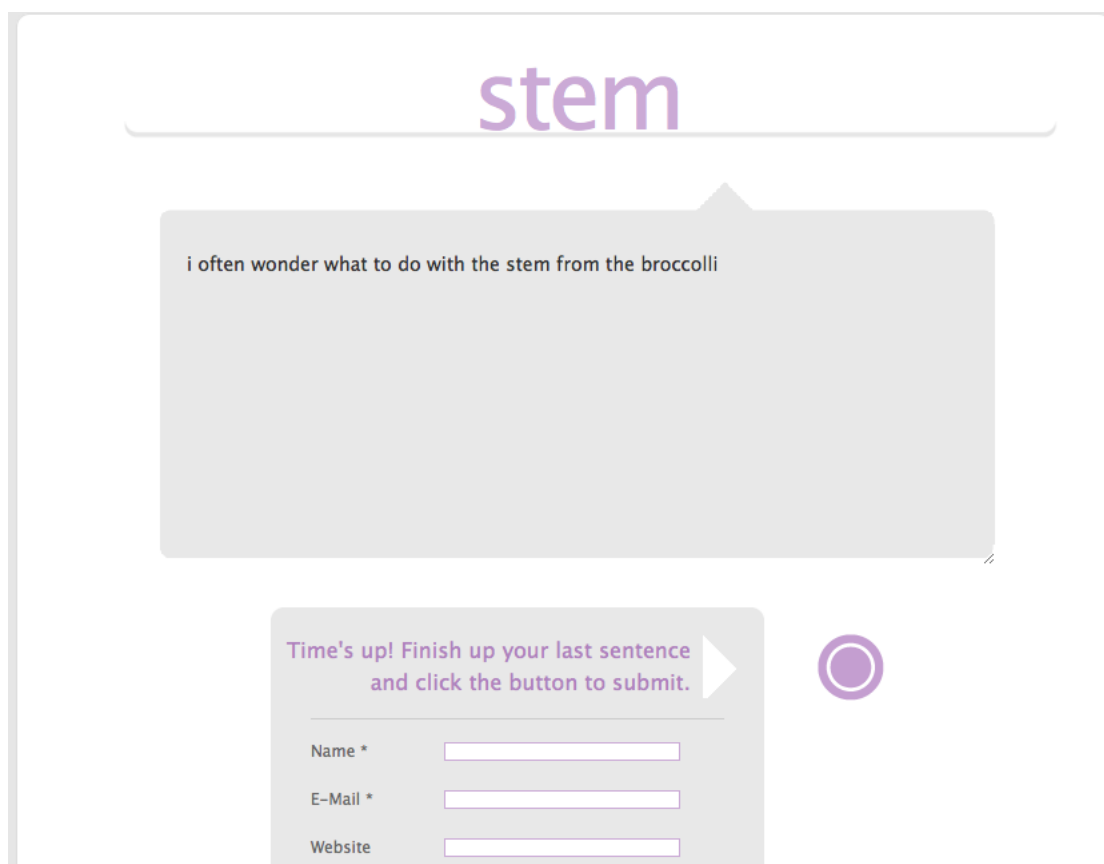
- Take a screenshot of the resulting image
- Select one of the images that will inspire you to write
- Take another screenshot
- Save these screenshots to your Digital Scrapbook and write a short poem/story (no less than 25 words) inspired by the image



Thinking about the characters in *Herman and Rosie*

- Go to <http://oneword.com/>
- After reading the instructions, click 'go'
- You will have ONE minute. With the word that appears at the top of the screen choose to do one of the following-
- Write a piece of dialogue between two characters using the word provided
- OR
- Write as much as you can about a character using the word provided.

Do NOT submit your writing, instead, highlight what you have written, copy and paste OR take a screenshot of the page. Paste this into a page in your Digital Scrapbook. Don't forget to copy in the URL of the site and date your work.



The screenshot shows the oneword.com interface. At the top, the word "stem" is displayed in a large, purple font. Below it, a grey text box contains the prompt: "i often wonder what to do with the stem from the broccolli". At the bottom, there is a submission form with the text "Time's up! Finish up your last sentence and click the button to submit." and a purple circular button with a white right-pointing triangle. The form includes three input fields: "Name *", "E-Mail *", and "Website".

Character Voki

1. After reading **Herman and Rosie**, think about the 'voices' of Herman and Rosie.
2. You will be creating a talking avatar using Voki.com.
3. Go to Voki.com and log-in or create a Voki account. (Note: If you are not logged in, you will not be able to embed your Voki in your blog/keynote.)
4. Choose two characters from **Herman and Rosie**. Create a Voki for those characters. Due to the word count limitations in each Voki, you may need to do a few Vokis for your character to complete the speech requirements. You're writing the speech in first person as if the character is talking about himself/herself. Include the following details in your speech:
 - Three text details that describe their behaviors, how they feel, what they might be thinking about one another/their situation, their appearance, etc.



Reflections on Herman and Rosie

Now you have completed reading **Herman and Rosie**, it is time to reflect on the story. Revisit the thoughts and reactions you had while reading. You might like to complete the following activities.

Interview:

Choose a character from **Herman and Rosie** to interview. Write 6 questions you would ask this character and then write the answers you think the character would give you.

Letter from Rosie:

Write a letter from Rosie to Herman. Imagining you are Rosie and you are in her situation, take this opportunity to express your thoughts and feelings.

6 Word Story:

Using only six words, sum up **Herman and Rosie** and its story line. You may choose to do this from the point of view of one of the characters.

Write an Epilogue/Prologue:

Choose to write either an epilogue or a prologue for **Herman and Rosie**.

Depending on which you choose, set your epilogue/prologue 10 years into the future or the past. You may do this from any characters point of view.

Links to Film

Sleepless in Seattle <http://www.imdb.com/title/tt0108160/>

You've Got Mail <http://www.imdb.com/title/tt0128853/>

Related Reading

Beagle Meets Destiny – Gabrielle Williams

ISBN 9780143011491

Beautiful Creatures - Kami Garcia & Margaret Stohl

ISBN 9780141326085

Matched - Ally Condie

ISBN 9780141333052

Three Loves of Persimmon - Cassandra Golds

ISBN 9780143205012