



READ FOR AUSTRALIA

Part of National Literacy and Numeracy Week

29 July – 4 August 2013

Herman and Rosie

Teacher Notes Years 5 and 6

Gus Gordon uses many emotional themes such as friendship, loneliness, sadness, confusion and escape to tell this love story. The love story theme is run through the two main characters and through the city of New York. Gus Gordon uses many implicit, detailed images.

English Focus Using the Five Semiotic Systems:

Linguistic:

1. Use Herman and Rosie as a 'writing to entertain' (narrative) exemplar to complete a one text model and identify the structural features and linguistic features of the narrative that Gus Gordon has used. For more information about a one text model, see: <http://det.wa.edu.au/stepsresources/detcms/navigation/first-steps-literacy/?oid=MultiPartArticle-id-13602018>. (Yr 5: ACELA1504, ACELT1608, ACELT1795, ACELT1611, ACELY1698, Yr 6: ACELA1518, ACELA1525, ACELT1615, ACELY1711, ACELY1801).
2. Character development – look closely at how Gus Gordon has developed the two main characters. Identify words and images that help us connect with the characters. (Yr 5: ACELT1608, ACELT1795, ACELT1611, ACELY1698, Yr 6: ACELA1518, ACELA1525, ACELT1615, ACELY1711, ACELY1801).
3. Write a review. Before asking students to write a review of Herman and Rosie, model the structure and the use of specific linguistic devices you may be focusing on such as metaphor, emphasis, repetition etc. Use the review below as an example to inspire teacher modelling. *'This picture book is so hip it positively swings, but it also has soul and leaves you feeling like you've eaten honey straight from the jar'* (Lavi, on Herman and Rosie in Magpies 2012).

(Yr 5: ACELT1608, ACELT1795, ACELT1611, ACELY1698, Yr 6: ACELA1518, ACELA1525, ACELT1615, ACELY1711, ACELY1801).

4. Write an epilogue or prologue for the book. It may be possible to send it to Gus Gordon through his website. (Yr 5: ACELT1798, ACELY1704, Yr 6: ACELT1618, ACELT1800, ACELY1714).

Visual:

1. Look closely at the typography on page 5 and page 23 (Herman and Rosie liked living in the city). What do all of these phrases tell us about New York and the characters/people who live there? (Yr 5: ACELA1512, ACELT1610, Yr 6: ACELA1525, ACELT1615).
1. On the double page with the postcards (page 15/16), talk about what message Gus Gordon is trying to give here by using postcards. What extra information do these postcards give the reader about New York? (Yr 5: ACELT1610, Yr 6: ACELT1617).
2. How does Gus Gordon use typography (page 19) and colour (page 20) to give the reader further information about how the characters feel? (Yr 5: ACELA1512, ACELT1610, Yr 6: ACELA1525, ACELT1615).

Audio:

1. Read the book to students with jazz music playing in the background.
2. There is a treble clef hidden on each double page – can students find these?
3. Music students may wish to write the jazz music that Herman plays from the roof top.
4. How many references to music has Gus Gordon included in his words and images in the book?

(Links to the music strand of The Arts Australian Curriculum found at:

http://www.acara.edu.au/verve/resources/DRAFT_Australian_Curriculum_The_Arts_Foundation_to_Year_10_July_2012.pdf)

Gestural:

2. Allow students to look through the book and identify how the characters body language and facial gestures change as the mood changes throughout the book. Use only the images of the characters to identify the mood (this can be done before or after reading the text). (Yr 5: ACELT1610, Yr 6: ACELT1617).
3. Look closely at all the characters featured on page 6 (But often the city was a lonely place). Create a narrative for each of them, using their gestural body language to guide you. (Yr 5: ACELT1608, ACELT1795, ACELT1611, ACELY1698, Yr 6: ACELA1518, ACELA1525, ACELT1615, ACELY1711, ACELY1801).

Spatial:

1. Look closely at different viewpoints throughout the book. For example, page 10 has the reader looking down at the scene to make it feel smaller, lonelier. The lack of people present also gives a hint of what is to come – the club closing down. (Yr 5: ACELT1610, Yr 6: ACELT1617).
2. Look at page 28, when Rosie is following Herman's music but before showing the students the next page where they meet, ask them to attempt their own sketch/drawing. Ensure students have been looking at visual, gestural and spatial aspects of the book first, and ask them to think about these two systems as they create their image. Show them Gus Gordon's representation of the union and discuss the full sized moon, the tops of the buildings and the body language between the two characters. Gordon's use of bright colours on the entire page is similar to other pages that have a 'good' feeling. (Yr 5: ACELY1704, Yr 6: ACELY1801).

More information about the semiotic systems can be found at:

Bull, G. & Anstey, M. (2010). *Evolving Pedagogies: Reading and writing in a multimodal world*. Education Services Australia: Victoria, Australia.

<http://www.alea.edu.au/documents/item/105>

More information about typography can be found at:

Pantaleo, S. (2012). Middle years students thinking with and about typography in multimodal texts. *Literacy Learning: the Middle Years*, 20 (1), 37-50.

<http://www.alea.edu.au/documents/item/495>

Geography

1. Re-create a map similar to the one on pages 25/26 of your own town or suburb, using a scale. What landmarks would you include and why? (Yr 5: ACHGS034, ACHGS036, Yr 6: ACHGS041, ACHGS043).
2. Create a comparison of New York and your closest city. Present the comparison in a creative way e.g. PowerPoint, poster, interview etc. (Yr 6: ACHGK032).

Mathematics

1. Year 5: Using the map on pages 25/26, describe routes using landmarks and directional language – do the same with the map students create in the Geography section. (Yr 5: ACMMG113).
Year 6: Introduce the Cartesian coordinate system using the map on pages 25/26. (Yr 6: ACMMG143).

Links to other literature:

(Yr 5: ACELT1610, Yr 6: ACELT1614)

Friendship

- Nobody Owns the Moon – Tohby Riddle
- Clancy and Millie and the Very Fine House – Libby Gleeson
- Wilfred Gordon McDonald Partridge - Mem Fox
- Tell Me About Your Day Today – Mem Fox
- The Way Back Home – Oliver Jeffers
- The Boy Who Grew Flowers - Jennifer Wojtowicz
- Pearl Barley and Charlie Parsley – Aaron Blabey
- Stanley Paste – Aaron Blabey
- Sunday Chutney – Aaron Blabey
- Willy and Hugh – Anthony Browne
- The Tunnel – Anthony Browne

Loneliness

- The Red Tree – Shaun Tan
- The Lost Thing – Shaun Tan
- Fox – Margaret Wild

More picture book ideas with teaching ideas:

<http://teachwithpicturebooks.blogspot.com.au/search/label/friendship>

References:

Lavi, T. (2012). Magpies: Talking about books for children. *Vol 27, No. 4*.

Notes by Kelly Booker

Kelly Booker is an executive teacher at Macgregor Primary School in the ACT. She has a Masters in Education and is completing her PhD in the area of struggling readers. Kelly is currently working as a literacy coordinator, guiding teachers in improving their instructional techniques. She is a passionate believer in the use of quality children's literature in the classroom and has published an article on this approach and presented her research at state and national conferences. Kelly is an active member of ALEA ACT.