



READ FOR AUSTRALIA
 Part of National Literacy and Numeracy Week
 29 July – 4 August 2013

Herman and Rosie – Post-reading Lesson Plans - Year 8 - Characters

Getting to Know Herman & Rosie

Resources		Students' own notebooks and pens Whiteboard and whiteboard markers Class set of <i>Herman & Rosie</i> Red and Green A4 Paper Charts (to be hung on the walls with questions in the middle) Different coloured textas
Objectives		Students deconstruct the main characters using SAAO, then compare their thoughts with others to evaluate why they have reacted in particular ways to the characters. Students then use this knowledge to challenge the text by considering how changing core elements might affect the interpretation of the story. * SAAO: Speech, Action, Appearance and Other's Opinions – an acronym for analysing characters in fictional texts (see appendix).
Australian Curriculum		<i>ACELT 1628 – Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to these groups (Elaboration 1: Recognising... how different combinations of words and images lead readers to interpret visual texts in particular ways, according to audience, purpose and context).</i>
Activity 1 – SAAO	20 min	Teacher distributes a sheet of red (for Rosie) or green (for Herman) paper to each student, ensuring that all students are sitting in pairs where both characters are represented. Teacher instructs students to fold paper into quarters (model folding technique if required!). Students then write the headings "Speech", "Actions", "Appearance" and "Other Opinions" in each of the quarters (model on whiteboard if required).

		<p>Students then list as many attributes for their character as they can, with a minimum of three attributes for each heading (a quick brainstorm may be required to get students going). Students can refer to the book for details. See sample below.</p> <p>After 5-7 minutes, students must swap with their partner, and try to add attributes to their partner's character analysis (they should now be working on the other character). Students then retrieve their own SAAO analysis, stand up and find another class member with the same character, and compare notes.</p>
<p>Activity 2 – What I Think</p>	<p>20 min</p>	<p>Students consider their reactions to the character by completing the following sentence stems using ideas from their SAAO analysis, and using examples or quotes from the text. (The sentence stems can either be a handout or written/projected onto the whiteboard and copied into notebooks).</p> <ol style="list-style-type: none"> 1. I think that Rosie is... 2. I feel the author wants me to think Rosie is... 3. I think Herman is... 4. I feel the author wants me to think Herman is... <p>Teacher then assigns students into random (or pre-considered) pairs to compare their answers.</p> <p>Class discussion – How do we interpret Rosie and Herman? Why? Does everyone interpret the characters the same way? Why or why not?</p>
<p>Activity 3 – Challenging our Perception</p>	<p>20 min</p>	<p>Gallery Walk</p> <p>Students divided into four groups, and give a different coloured pen to each group. Each group is then assigned a starting chart with one of the following questions in the middle:</p> <p>How would our reaction to the story change if...</p> <ol style="list-style-type: none"> 1. Herman was a Tyrannosaurus Rex? 2. Rosie was a fly? 3. the story was set in Africa? 4. the story was set in *Home Town*? 5. Herman played the drums? 6. Rosie sang opera? <p>Give each group 4 minutes to initially complete their part of the chart, then 3 minutes for each subsequent group to add to the charts. When completed, allow students to synthesise their groups chart before briefly reporting to the group. For example, :We think that we wouldn't like the story as much is Rosie was a fly, because we think flies are dirty and gross, and we don't care what happens to them."</p>

Herman and Rosie – Pre-reading Lesson Plans - Year 8 - Setting

New York, New York

Resources		Students' own notebooks and pens Whiteboard and whiteboard markers Bag of Mystery – New York Theme Student computers and printer access Card, scissors, glue, decorative pens
Objectives		Students establish that the story is set in a city that has many strong symbols associated with it, and a city that has common and disparate elements when compared to their personal context. Students create a rich image of New York through combining visual images, text, music and audio into a multimodal text.
Australian Curriculum		<i>ACELA 1548 – Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (Elaboration: 1. Comprehending a series of static images and combinations of language and images in a picture book, for example... setting...)</i> <i>ACELY 1738 – Use a range of software, including word processing programs, to create, edit and publish texts imaginatively</i> <i>ACELY 1810 – Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts</i>
Activity 1 – Bag of Mystery	15 min	Teacher distributes items from a “Bag of Mystery” to students, and poses the question: “Can you figure out where this story is set?” Students may compare their own item with two or three other students. Allow time to discuss, and then ask for responses and reasoning (for example, “I think the story is set in xxxx because xxxx”). Discuss until New York is established as the setting for the text. Bag of Mystery Contents: Baseball trading cards, baseball hats, baseball pennants, theatre programs, pictures of iconic New York landmarks (Statue of Liberty, Times Square, Cleopatra’s Needle, Empire State Building, Central Park, etc.), symbols (for example, a big apple), subway tickets, pictures of food associated with New York (hot dogs, pizza). You can use a series of pictures, or actual objects if they are available.
Activity 2 – What is New York like?	25 min	As a class, construct a brainstorm with the central idea: “What is New York like?”

		<p>Encourage students to consider all of their senses – sight, smell, taste, hearing and touch. Use images/objects from the Bag of Mystery as prompts.</p> <p>Extension: Transform Brainstorm into a Mind Map by linking common elements diagrammatically (for example, the Statue of Liberty and Cleopatra’s Needle could be linked using the phrase ‘Iconic Statues’).</p> <p>Students then create either a Y-Chart or Venn Diagram.</p> <p>Y-Chart: Students draw a Y-Chart in their notebooks and categorise elements from the brainstorm under the headings “Looks Like...”, “Feels Like...” and “Sounds Like...”</p> <p>Venn Diagram: Students draw a Venn Diagram in their notebooks and label one circle “New York” and the other circle with their home town or city (for example, Newman). Students then categorise elements from the brainstorm into either “New York” or New York & *Home Town*, and add elements for their home town.</p>
<p>Activity 3 – Investigate and Communicate</p>	<p><i>20 min + next lesson (or two!)</i></p>	<p>Students are tasked with researching one of the following ideas, and then presenting their findings in a multimodal text incorporating text and images (for example, a poster, collage or menu) or a digital text featuring audio, visual and textual elements.</p> <p>Students’ research can be scaffolded through the provision of a handout that offers suggested websites and focus questions.</p> <p>Topics:</p> <p>Food in New York: students investigate what types of food are commonly associated with New York, and consider how a city of migrants has created a unique cuisine.</p> <p>Origins of Jazz: students investigate the origins of Jazz in New York, including famous musicians and the prevailing social climate that allowed the jazz culture to develop and flourish.</p> <p>Life in a Big City: students investigate how people live in a city the size of New York, exploring differences and similarities in types of housing, schooling, leisure activities and environment.</p> <p>Students create a classroom display and act as tour guides, talking other students through their created texts and answering questions.</p> <p><i>(Note: this activity could be expanded into a larger assignment, and could be part of a cross-curricular activity involving Society and Environment, Art & Design, or Food & Technology. It may also incorporate elements of sustainability in terms of curriculum priorities.)</i></p>

Herman and Rosie – Post-reading Lesson Plans - Year 8 - Loneliness

Being Alone in a Crowd

Resources		Students' own notebooks and pens Whiteboard and whiteboard markers Class set of <i>Herman & Rosie</i> Poster creation materials – card, paper, glue, scissors, pens, textas, pencils, old magazines & maps, etc.
Objectives		Students analyse the visual and textual elements of two pages from the text, and articulate how they respond to the elements of the text. Students then create their own page, experimenting with text structures and language to convey their intended meaning effectively.
Australian Curriculum		<i>ACELT 1627 – Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (Elaboration 1: discussing the relative merits of literary texts and comparing and evaluating personal viewpoints on texts)</i> <i>ACELY 1810 – Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (Elaboration 1: Experimenting with text structures and language features... to refine and clarify ideas and improve text effectiveness)</i>
Activity 1 – Language like honey...	15 min	Students are asked to Think/Pair/Share to describe what the following phrases from the text make them think of or feel: 1. "... like he had eaten honey straight from the jar." 2. "... her toes began to tingle." 3. "... everything had fallen out of tune." Students are then asked to rewrite the phrases, making them mean the opposite of the author's possible intent. For example, "... like he had eaten vegemite straight from the jar." Or "...her toes went numb."
Activity 2 – What I Think	25 min	Note – <i>this activity requires a basic knowledge of the construction of visual texts, including symbolism.</i> Brainstorm Students look at the illustration of the street with the text "But often the city was a lonely place." Students are asked to look at the visual elements that suggest the city is lonely in the associated illustration. Responses might include: • Herman sitting alone

		<ul style="list-style-type: none"> • Rosie sitting alone • No-one talking • The animal wearing headphones • The hippo wearing glasses • No-one's eyes are meeting • Cold grey road • Everyone is walking away from each other • Cool colours used • Herman and Rosie are small – they don't stand out <p>Teacher then asks what would happen if we changed the text to “But often the city was a friendly place”. Would we interpret the illustration differently? Or would we just be confused because the illustration does not match the text?</p> <p>In groups of three, students are then assigned one of the following pages, analysing both text and illustration. Students then report back to their group. 5 minutes to analyse, then 1-2 minutes each to report.</p> <ol style="list-style-type: none"> 1. Text: “Herman left his office for the last time. He didn't feel like playing his oboe that night.” 2. Text: “And Rosie didn't feel like singing. The city felt busier and louder and darker than usual.” 3. Text: “Days and nights and weeks inched by. Rosie lost her voice to the sound of the city and Herman lost the urge to play his oboe. The city kept on moving, but everything had fallen out of tune.” <p>Extension: <i>Students can offer a different reading by changing aspects of the text or illustration.</i></p>
<p>Activity 3 – Rewriting Herman and Rosie</p>	<p>20 min + next lesson (or two!)</p>	<p>Note – <i>this activity requires a basic knowledge of figurative language, such as simile, metaphor and personification.</i></p> <p>Students are tasked creating a poster based on a page for another book about Herman and Rosie. They can choose from:</p> <ul style="list-style-type: none"> • A story about when Rosie first began to sing jazz. • A story about when Herman first began playing jazz on his oboe. • A story about Rosie five years later. • A story about Herman ten years later. • A story about another character in the same setting. • A story about Rosie or Herman in a different setting. <p>Students are required to plan the illustration, and actively include visual elements such as position of characters, details of illustration, symbolism, position of text etc. Consideration should be given to using recycled elements in keeping with the original text (and linking to the cross-curricular priority of sustainability).</p> <p>Students also need to draft and edit their text, keeping it simple and using figurative language devices such as metaphor, simile and personification to create meaning. Again, their text needs to be in</p>

		<p>keeping with the original text.</p> <p>In addition to the completed page, students are expected to include an explanation of their choices, either through annotation of their page or in written format (dot points or paragraphs). Students should submit all planning, drafting, sketching and editing so the process of experimenting and refining is clearly demonstrated.</p>
--	--	--

Resources

All lesson plans are based on the book Herman and Rosie by Gus Gordon.

Notes by Amber Lewis

Amber Lewis is a teacher at Newman Senior High School in the remote mining town of Newman, in Western Australia. Amber is passionate about making her lessons interesting and relevant, and tries to incorporate a variety of activities to engage different learning styles within the classroom. She teaches everything from low-literacy Year 8 to Stage 3 English, juggling it all with her husband, two children and a puppy.

Sample SAAO for Rosie

<i>SPEECH</i>	<i>ACTIONS</i>
<ul style="list-style-type: none">• <i>Sings a lot</i>• <i>Hums when she is happy</i>• <i>Says 'no' when the club is closed</i>• <i>Asks for "Mustard, sauerkraut, hold the cheese, please" at the hotdog stand</i>	<ul style="list-style-type: none">• <i>Washes dishes at work</i>• <i>Goes to singing lessons</i>• <i>Sings in a jazz club</i>• <i>Rides a bike</i>• <i>Walks around New York</i>• <i>Cries when she is sad</i>

	<ul style="list-style-type: none"> • <i>Cooks pancakes</i> • <i>Jumps across buildings</i>
<i>APPEARANCE</i>	<i>OTHER</i>
	<i>OPINIONS</i>
<ul style="list-style-type: none"> • <i>Wears red clothes</i> • <i>Has little horns on her head</i> • <i>Has white fur on her</i> 	<ul style="list-style-type: none"> • <i>Sings jazz beautifully</i> • <i>Works hard</i> • <i>Is nice</i>

snout

- *Has pink ears*
- *Sometimes has rosy*

cheeks

- *Has a little tail*
- *Wears blue at the end*
of the book