

Sky



Sky

Ondine Sherman

Stage 4 - Year 7 English

Cross-curricular: Sustainability

Linked to the Australian Curriculum

Stage 4 - Year 7: Subject: English Text: Sky Key Concept: Perspective Language Modes: Reading / Writing / Speaking / Listening

	Pre-test/ Pre-requisite/ Starter	Explore	Discuss	Share and Reflect	Extend
FOCUS AREA 1: Personal Tragedy and Farmed Animals					
Content Descriptors ACELA1782 ACELT1619 ACELT1620 ACELT1621	Pre-test Genre - What is a bildungsroman? Pre-requisite Reading of Sky - Ondine Sherman.	Epigraph - A Secret to Understanding Class reading and comprehension questions.	Comprehension and Discussion Questions Viewing comprehension task.	Share and Reflect Reflect and share opinions on the topics covered in this lesson – personal tragedy and the chicken meat industry.	Read and Answer <i>The Conversation</i> - 'Don't get eggs-cited about free range: the realities of poultry production'. Additional Reading How are Chickens Raised for Meat in Australia? – Voiceless Fact Sheet.
FOCUS AREA 2: Identity					
Content Descriptors ACELA1782 ACELT1619 ACELT1620 ACELT1621	Starter Character Profile. STUDENT WORKSHEET	Setting and Character Development Venn diagram - West Creek and Sydney. Character Development. STUDENT WORKSHEET	Forging and Identity Pair and Group discussion and comprehension questions.	Who am I? Creative writing task. FORMATIVE ASSESSMENT TASK 1	Watch and Apply TED-Ed 'The poet who painted with his words'.
FOCUS AREA 3: Relationships					
Content Descriptors ACELA1782 ACELA1763 ACELT1621 ACELY1721 ACELY1726 ACELY1719	Starter Mind Mapping Relationships.	Fury Friends Class reading and comprehension questions. TED- Ed - 'A Brief History of Dogs'.	Finding Your Tribe Reading, key statements and discussion. Extended response writing task. STUDENT HANDOUT FORMATIVE ASSESSMENT TASK 2	Visual Literacy Designing a front cover. FORMATIVE ASSESSMENT TASK 3	Watch and Answer TED Talk- 'How humans and animals can live together' by Jane Goodall.

FOCUS AREA 4: Animal Protection						
Content Descriptors ACELA1782 ACELT1619 ACELT1620 ACELT1621 ACELY1765 ACELY1719 ACELY1804 ACELY1726 ACELY1728	Starter Understanding terminology. STUDENT HANDOUT	Close Analysis Comprehension and Annotating Questions and de-construction of a key passage. STUDENT WORKSHEET	Ethics and Perspectives Discussing the ethics of animal protection and factory farming.	SHARE Blog it Reading and composing blogs. Various blogs from the Voiceless website. FORMATIVE ASSESSMENT TASK 3	REFLECT Reflecting on blogs Peer assessment task.	Edit and Publish Editing blogs for publication. Discover Learn more about broiler chickens.
FOCUS AREA 5: Making a Difference						
Content Descriptors ACELA1782 ACELA1763 ACELT1619 ACELT1621 ACELY1719 ACELY1804 ACELY1725	Starter The Author's Thoughts INTERVIEW WITH ONDINE SHERMAN	Making a Difference Analytical writing task.	Activism - Oral Presentation Research and preparing an Oral Presentation. SUMMATIVE ASSESSMENT TASK	Presenting Students share their presentations with the class.	What have you learnt? Examining change. Unit Reflection.	Read the second novel in the series - <i>Snow</i> and access the Voiceless APE for this text.

Sky Ondine Sherman

Unit Title: Considering Perspectives

Focus Area 1: Setting the Scene: Personal Tragedy and Farmed Animals

Australian Curriculum Alignment

Learning Area	English
Year Level	Year 7
General Capability	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Personal and Social Capability • Ethical Understanding • Information and Communication Technology Capability • Intercultural Understanding
Language Modes	<ul style="list-style-type: none"> • Reading / Writing / Speaking / Listening
Strand	<ul style="list-style-type: none"> • Language – Language for Interaction • Literature - Literature in Context / Responding to Literature
Content Description	<p>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)</p> <p>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)</p> <p>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)</p> <p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</p>

Elaborations	<p>(ACELA1782)</p> <ul style="list-style-type: none"> • Responding to points of view by developing and elaborating on others' responses • Building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text <p>(ACELT1619)</p> <ul style="list-style-type: none"> • Identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age <p>(ACELT1620)</p> <ul style="list-style-type: none"> • Comparing personal viewpoints on texts and justifying responses in actual and virtual discussions <p>(ACELT1621)</p> <ul style="list-style-type: none"> • Identifying stereotypes, prejudice and oversimplifications in texts • Exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed
Cross-Curricular Priority	<p>Sustainability</p> <p>World Views</p> <p>OI.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability</p> <p>Futures</p> <p>OI.6 - The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future</p>

Acknowledgments: This Australian Curriculum alignment statement is based on the Australian Curriculum, Assessment and Reporting Authority (ACARA) materials, which are licensed under CC BY 4.0. The material has been modified from the Australian Curriculum website (accessed June 2019).

Information to teachers

This unit of work has been developed for a Stage 4, Year 7 English class and uses Ondine Sherman's coming of age novel; *Sky*, as the primary resource. Students will examine a wide range of themes including; personal tragedy, identity, relationships, animal protection, and how one can make a difference in the world. The key concept of this unit is 'perspective' and students are asked to critically examine the perspectives of the fictional characters within the novel as well as those which lay outside it – their own, the wider community and global perspectives. The novel itself, and the activities designed in this unit, have a strong focus on ethical understanding which encourages the development of personal values and attributes such as honesty, resilience, empathy, respect for others', as well as the capacity to act with ethical integrity.

Time and Structure

- 8 Weeks
- 5 Focus Areas – Each focus area could take anywhere between 1-2 lessons or longer.
- Verbal, written, analytical, creative, research and reflective tasks.
- A range of additional resources including; videos, blogs, websites and other literary sources work to complement the core text, *Sky*.
- Formative and summative assessment tasks have been incorporated and can be modified where required.

Target

Mixed ability class with extension tasks.

Unit Focus

Question how you can make a difference in the world through small acts.

Consider the different perspectives regarding farmed animals and decide for yourself where you stand.

Discuss with your friends, family, classmates and teachers. Debating complex issues is healthy and helpful.

RESOURCES

Sky by Ondine Sherman

Voiceless Video How are Chickens Raised for Meat in Australia? Chicken Welfare in the Meat Industry

Cloze Passage Worksheet (to accompany video) Pg. 9

Voiceless Infographic Chicken Meat – Where Does it Come From? Pg. 10

Voiceless Fact Sheet How are Chickens Raised for Meat in Australia? (available online)

Glossary (selected words appear in **bold**) Pg. 42

Quizlet (available online)

Download from: voiceless.org.au/schools

Other Resources

Clive Phillips, *Don't get eggs-cited about free range: the realities of poultry production*, *The Conversation*, 2011, www.theconversation.com

Lit Charts, www.litcharts.com

SUGGESTED LEARNING ACTIVITIES

Pre-requisite

It is assumed that students have already read the novel *Sky*, prior to the commencement of the unit.

INQUIRY QUESTIONS

- Personal tragedies shape a person's life. In what ways do the characters of the novel cope with tragedy?
- In what ways does the chicken meat industry operate, and what impact does **factory farming** have on chickens?

1. PRE TEST

Genre

Ask students to write their own responses to the following questions:

1. What is a **bildungsroman** novel?
2. If a **bildungsroman** novel is a 'coming of age' story, what do you think the narrative will entail?

Direct students to Lit Charts, or use a teacher reference to explore the genre.

Focus on the 'Typical Structure of Bildungsroman' and ask students to write these into their books. As below:

- **The set-up**, which introduces the protagonist, most often during his or her childhood.
- **Experiences that shape the protagonist's character**, often culminating in some sort of spiritual crisis or loss of faith.
- **The protagonist reaches maturity**, which usually involves them finding a sense of peace with themselves, or of belonging in the world.

Pair - Share

Students to discuss this structure with a partner. This task will be a good indication as to where students are in terms of reading the text.

- How is this structure indicative of Sky's experience in the novel?

3. Why do you think Sherman has chosen this quote to open her novel?
4. What key word/s give a reader an indication as to what the main theme of the novel will be?

Class Reading

Read page 1-2 together as a class. Teacher may choose to read if students are not confident readers themselves.

Students to complete the following questions.

- What are your first impressions of Aunt Paula and Sky?
- Write down 3 adjectives to describe each character and their attributes.
- How would you describe the relationship between the two characters?
- A personal tragedy has occurred – how does Sky begin to process her grief?
- Sky narrates, '*The concrete barrier framing the highway whooshes past, occasionally lowering to reveal a poor scraggy gum tree; a lone survivor, like me*'. What language technique has Sherman used here and what does it tell the reader about how Sky views her current situation?

TEACHER TIP

Annotating this short section with your students, before answering the questions, would be useful.

2. EXPLORE

Epigraph – A Secret to Understanding

Read the epigraph to the novel and ask students to write this into their books.

'You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.'
- Jane Goodall.

Questions

1. What is an **epigraph**?
2. Who is Jane Goodall? Spend some time researching. What contributions has she made to the science community and the environment?

3. DISCUSS

Comprehension and Discussion

1. The novel is told from the perspective of Sky – Why do you think Sherman decided upon 1st person narrative voice, as opposed to 3rd?
2. On page 3 the narrative falls into a memory.

Read from: '*Let's convince Macca's and those big chains to switch to free-range eggs*', Mum had said a year ago.' **to page 5:** '*Now those dreams, like everything else, are shattered.*'

- a. Sky's mother is described as a '*strange woman with long bohemian plaits interwoven with shells and beads*'. What kind of stereotype is created here?

- b. What is special about Sky's bond with her mother?
 - c. What do you learn about Sky from this memory?
3. Sky is interested in animal protection issues. What do you already know about the chicken, egg and meat industries? Perhaps take this time to have a short discussion in order to give students the opportunity to share.
 4. Watch the Voiceless video:
"How are Chickens Raised for Meat in Australia? Chicken Welfare in the Meat Industry" (approx. 2 minutes).
 5. Students then complete the **cloze passage** which accompanies this video.
 6. In pairs, students read through the **infographic** on **broiler chickens**. Students compile a list of 5 facts they have taken from the infographic which surprised or shocked them.

TEACHER TIP

Some students may struggle with the vocabulary in the cloze passage worksheet, take time to discuss the following terms:

Selective breeding | Sentient
Slaughterhouse | Stocking density
Intensive (see factory farming)
Refer to the Glossary and Quizlet

TEACHER TIP

Both topics (personal tragedy/grief and the chicken industry) should be discussed with sensitivity at hand.

5. TAKING IT FURTHER / EXTENSION

Read and Answer

Read the opinion piece; 'Don't get eggs-cited about free range: the realities of poultry production' from *The Conversation*, written by Clive Phillips.

- What is the writer's point of view? How do you know?
- Why does the writer open with an anecdote?
- What are the three options for egg production discussed by Phillips?
- What is the **tone** of the writer? Which words help to convey this?
- What is the NASAA?
- Give three examples of where the writer uses persuasive devices.

Additional Reading

How are Chickens Raised for Meat in Australia? Voiceless Fact Sheet.

Download from voiceless.org.au/schools

4. SHARE AND REFLECT

What do you think?

Facilitate a discussion around the issues that have arisen. Use the following points as a guide:

- What is your opinion on factory farmed chickens? What makes you say that?
- Why is it important to consider different **perspectives**?
- Sky and Aunt Paula must both endure a personal tragedy as they lose a loved one. What do you learn about how people deal with grief in the opening chapter of the novel?

“How are Chickens Raised for Meat in Australia? Chicken Welfare in the Meat Industry”.

Fill in the blanks. Key words are listed below to help you out.

Over _____ chickens are slaughtered in Australia every _____.
That's over 24 times the number of humans in _____. Chickens are _____ animals.
They can count to _____ and learn faster than _____. They are very sociable
and have a _____ order. In a natural environment, they prefer to live in small _____
and sleep in _____ branches, perch on bushes, forage for _____, make _____, bathe in
_____ and do all the things that chickens enjoy doing.

In _____ farming systems, most meat chickens live out their lives in windowless sheds,
until they're taken to the slaughterhouse. The _____ within these
sheds is high with typical sheds housing approximately _____ chickens in a space
only slightly larger than five basketball courts. This can cause suffering and stress as it's hard for them to
express their natural behaviour.

Due to _____ and feed, they grow at a very fast rate. They can grow from
chick to slaughter age in just _____; a much shorter life span than the at least seven year
lifespan of their relations in the wild. It can be difficult for their _____ bodies to support this
_____ weight gain. Fast growth makes the process quicker and more _____.

Some chickens are farmed differently, in _____ - _____ or _____ systems.
However there can still be welfare issue in these farms as well. Like all _____ animals,
chickens deserve to be treated with _____ and compassion and live free from suffering.

Intensive	year	Australia	insects
FLOCKS	40, 000	PECKING	NESTS
DUST	FIVE	INTELLIGENT	35 DAYS
FREE-RANGE	YOUNG	SELECTIVE BREEDING	SUDDEN
SENTIENT	PROFITABLE	ORGANIC	RESPECT
600 MILLION	TREE	HUMAN TODDLERS	STOCKING DENSITY



CHICKEN MEAT

WHERE DOES IT COME FROM?

Broiler chickens, or 'meat chickens', are chickens bred for meat production. They are different to '**layer hens**', who are bred to produce eggs for human consumption.



600 MILLION+

Each year in Australia, over 600 million chickens are slaughtered for human consumption.



Chickens are social and **INTELLIGENT ANIMALS**.

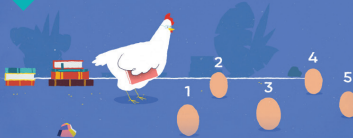
SOCIAL HIERARCHY

Chickens form social hierarchies known as 'pecking orders'.



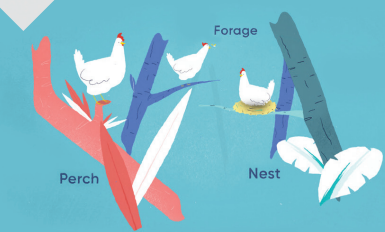
INTELLIGENCE

Chickens can count to **FIVE**.
They can use **reason** and **logic**.
They engage in social learning, and have **complex forms of communication**.



DID YOU KNOW
that chickens can make at least 26
DIFFERENT
meaningful vocalisations?

26



NATURAL BEHAVIOUR

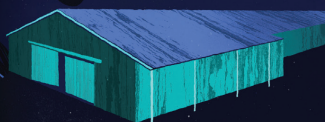
Under natural conditions, chickens walk, run and fly. They create nests, socialise with each other, bathe in dust to groom their feathers, perch on branches and forage for food.

How are broiler chickens
FARMED IN AUSTRALIA?

In Australia, most of the 600 million+ chickens raised for their meat are kept in **intensive 'factory farms'**, with less than a quarter kept in **free range** systems.

INTENSIVE FARMING

In intensive farming systems, producers are able to maximise the amount of meat they produce within their available space by housing animals in close conditions.



FREE RANGE FARMING



In response to consumer concerns about welfare issues, some producers have turned to **free range farming systems** where there are generally lower stocking densities and chickens have access to an outdoor range. Although there are still welfare issues in these systems, chickens are able to go outside and experience sunlight, and have greater space to move freely, socialise and engage in natural behaviour.

Are there WELFARE ISSUES?



THE FIVE FREEDOMS

When assessing the welfare of an animal, it is important to consider the 'five freedoms'.

- 1 Freedom from hunger and thirst
- 2 Freedom from discomfort
- 3 Freedom from pain, injury or disease
- 4 Freedom to express normal behaviour
- 5 Freedom from fear and distress



Chickens can feel pain and EXPERIENCE SUFFERING

Not all chickens are able to enjoy the five freedoms. There are various welfare issues associated with chicken meat farming in Australia.

35 Days

7 Years

FAST GROWTH RATE

Due to selective breeding and diet, most broiler chickens grow at a very fast rate. Chickens in intensive systems grow to slaughter weight by 33–42 days of age. This is a very young age given that chickens have a natural life span of approximately seven years or more.

Growing at such a fast rate can pose issues for their young bodies. They may struggle to support their sudden weight gain, leading to problems with their legs, joints, heart and lungs. For chickens affected by these issues, it can be more difficult to walk and engage in normal behaviour (such as scratching and perching).

Chickens in free range and organic systems may take longer to grow, but they are generally from the same fast growing breeds as intensively reared chickens.



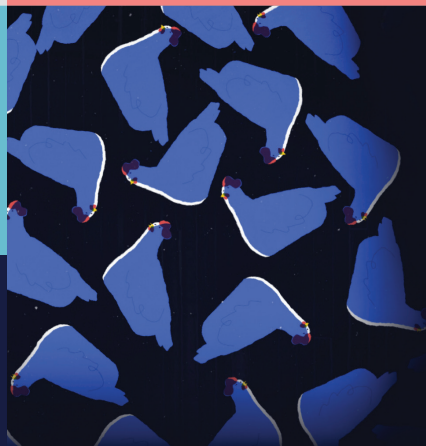
Selectively bred

Natural

STOCKING DENSITY

Broiler chickens in intensive systems are housed in long, generally windowless sheds. An average **150m x 15m** shed houses approximately **40,000 chickens**. These sheds are only slightly larger than **5 basketball courts**.

In these conditions, it is difficult for the chickens to move freely, socialise and engage in natural behaviour. Stocking densities are generally lower, though still relatively high, in free range systems.



COMPASSION AND RESPECT

Like all sentient animals, chickens deserve to be treated with respect and compassion and live free from suffering.



LEARN MORE & SPREAD THE WORD

To learn more about these welfare issues & to educate others:

- 1 Share this infographic with your friends;
- 2 Learn more about chicken meat production and chicken welfare on the Voiceless website (link below);
- 3 Do your own independent research into these issues.

Focus Area 2: Identity

Australian Curriculum Alignment

Learning Area	English
Year Level	Year 7
General Capability	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Ethical Understanding • Personal and Social Capability • Information and Communication Technology Capability • Intercultural Understanding
Language Modes	<ul style="list-style-type: none"> • Reading / Writing / Speaking / Listening
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Content Description	<p>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)</p> <p>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)</p> <p>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)</p> <p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</p> <p>Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)</p> <p>Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)</p> <p>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)</p>

Elaborations	<p>(ACELA1782)</p> <ul style="list-style-type: none"> • Responding to points of view by developing and elaborating on others' responses • Building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text <p>(ACELT1619)</p> <ul style="list-style-type: none"> • Identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age <p>(ACELT1620)</p> <ul style="list-style-type: none"> • Comparing personal viewpoints on texts and justifying responses in actual and virtual discussions <p>(ACELT1621)</p> <ul style="list-style-type: none"> • Identifying stereotypes, prejudice and oversimplifications in texts <p>(ACELT1805)</p> <ul style="list-style-type: none"> • Drawing on literature and life experiences to create a poem, for example ballad, series of haiku <p>(ACELY1722)</p> <ul style="list-style-type: none"> • Inferring the tone and emotional intent of a character in dialogue in a narrative <p>(ACELY1726)</p> <ul style="list-style-type: none"> • Using collaborative technologies to jointly construct and edit texts
Cross-Curricular Priority	<p>Sustainability</p> <p>World Views</p> <p>OI.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability</p>

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- 5 Focus Areas – Each focus area could take anywhere between 1-2 lessons or longer.
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Unit Focus

Question how you can make a difference in the world through small acts.

Consider the different perspectives regarding farmed animals and decide for yourself where you stand.

Discuss with your friends, family, classmates and teachers. Debating complex issues is healthy and helpful.

RESOURCES

Sky by Ondine Sherman

Focus Area 2 – Character Profile Worksheet Pg. 16

Focus Area 2 - Character Development Worksheet Pg. 17

Glossary (selected words appear in **bold**) Pg. 42

Quizlet (available online)

Download from: voiceless.org.au/schools

Other Resources

Geneviève Emy, *The poet who painted with his words*, TED-Ed, <https://ed.ted.com>

SUGGESTED LEARNING ACTIVITIES

This focus area refers to chapters 1-4.

INQUIRY QUESTIONS

- To what extent does place impact one's identity?
- How do experiences shape one's identity?

1. STARTER

Students complete a character profile of Sky – use the **Character Profile Worksheet**.

Students should try to support their ideas with relevant evidence/quotations from the text.

2. EXPLORE

Setting and Character Development

Sky grows up in the city of Sydney, but after the tragic death of her mother; Eleanor, she must go to live with her Aunt Paula in a small rural town of NSW called West Creek. As well as adjusting to living with her relatives, she must also start at a new school. Both of these changes have a significant impact on Sky's identity.

1. Consider how the two settings are presented in the novel by using a Venn diagram to chart the similarities and differences.

Key term: Provincialism

Ask students to spend a few minutes researching this term, and then ask them to write a definition of it. Cross reference the Glossary here.

2. Can this term be applied to West Creek? Why? Can you support your ideas with evidence from the text?
3. Sky is initially hesitant about living in West Creek, however, as the novel progresses, she begins to change her **perspective**.
 - Ask students to track the development of Sky throughout the novel? Use the **Character Development Worksheet**.

The following points can be used to assist your students:

- Sky's personal experiences – Her mother's death / The absence of her father
- Sky's experiences at school – Friendships / Landcare group
- Sky's social experiences – Marissa's pool party / Oliver
- Sky's actions – Keeping secrets – Breaking into the Chicken Farm / Her school project / Presentation day / Any others you can find

3. DISCUSS

Forging an Identity

Ask students to form pairs to discuss and note down some responses for the following points. Students may draw on their knowledge of the whole text to respond to the questions. Then discuss as a whole class or in groups of 4.

- At her new school, Sky feels like an outsider. Find evidence to support this statement.
- How is her new school different to her old one?
- In what ways does Sky try to fit in at her new school?
- Sky says, '*The appeal of popularity is pulling at me like a rip-tide*' (pp. 27-28) – What language feature does Sherman use here and what effect does it create?
- Sky is labelled a '*tree hugger*' (pg. 32) when she introduces herself to the class. What is your understanding of this stereotype? Is it hurtful? Why/why not?
- There are a number of stereotypes used in the novel. Can you think of any others? List them.
- Throughout the novel, Sky compromises her integrity to be popular. Why do you think Sky does not tell the truth when it comes to her mother, her lifestyle choices and her beliefs?

4. SHARE AND REFLECT

Who Am I? Creative Writing Task

In the novel, Sky is coming to terms with a new life, trying to make sense of who she is and what she stands for. Sky is passionate about animals, is a **vegan**, enjoys blogging about her interests, and shows a genuine concern for the environment. Like all people, she is a complex being and, at times, struggles with her identity.

Ask students the following questions and give them time to compile notes (this could also be done as a homework task).

Have you ever stopped to think about who you are? What makes *you* uniquely you?

- Write down 5-10 adjectives which describe your personality.
- Write down 2-3 things you like to do in your spare time.
- What colour/s do you think symbolise you? Think about how colours can be symbolic – i.e. Green for nature or envy.
- What do you often wonder about?
- What kind of relationship do you have with your friends/family/animals or your pets?
- What's your greatest attribute?
- What language/s do you speak?
- What is your heritage? Who are your family?

Poetry is a useful tool to help uncover who you are.

Students use their responses to the questions above to assist them in composing a short poem or bio-poem about themselves, or inspired by the concept of 'identity'.

If students get stuck – here's some writing prompts to get them started:

- Most days I can be found...
- I am.../ I am.../ I am...
- Sometimes I think I am.../But then I remember...
- I never thought...
- When I see my reflection...

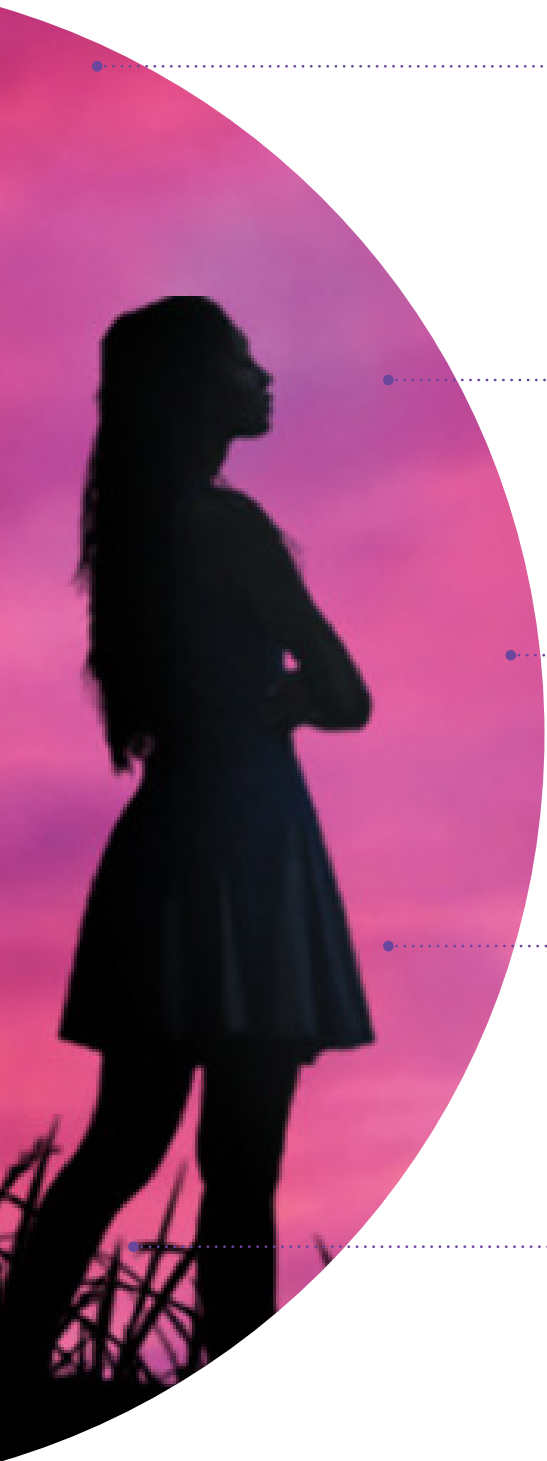
5. TAKING IT FURTHER / EXTENSION

Watch and Apply

Students watch the TED-Ed talk: 'The poet who painted with his words'.

- Students re-read their poem and make edits to their work.
- The challenge is to transform their poem into a Calligramme, like those of Guillaume Apollinaire; creating both a poetic and visual expression of themselves.

Character profile: Sky



INTERESTS

RELATIONSHIPS WITH OTHERS

DREAMS

ATTRIBUTES/ QUALITIES

OUTLOOK - FEELINGS

Extend yourself

Can you find quotations from the novel to support your ideas?



Tracking Character Development

Structure	Orientation/Exposition	Complication - Conflict	Sequence of events/ rising action	Climax	Resolution/Denouement
Sky's Experiences List the main plot details here					
How do these experiences shape or change Sky?					

Focus Area 3: Relationships

Australian Curriculum Alignment

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Language Modes	<ul style="list-style-type: none"> • Reading / Writing / Speaking / Listening
Strand	<ul style="list-style-type: none"> • Language – Language for Interaction – Text Structure and Organisation • Literature - Literature in Context / Responding to Literature • Literacy – Interacting with Others / Interpreting, Analysing, Evaluating / Creating Texts
Content Description	<p>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)</p> <p>Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)</p> <p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</p> <p>Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)</p> <p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)</p> <p>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)</p>

<p>Elaborations</p>	<p>(ACELA1782)</p> <ul style="list-style-type: none"> • Responding to points of view by developing and elaborating on others' responses • Building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text <p>(ACELA1763)</p> <ul style="list-style-type: none"> • Writing structured paragraphs for use in a range of academic settings such as paragraph responses, reports and presentations <p>(ACELT1621)</p> <ul style="list-style-type: none"> • Exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed <p>(ACELY1719)</p> <ul style="list-style-type: none"> • Identifying, discussing and interpreting ideas and concepts that other individuals and groups value <p>(ACELY1721)</p> <ul style="list-style-type: none"> • Identifying the purpose and possible audience for a text • Explaining the relationship between text features and structures and audience and purpose, such as identifying which group would be the most likely target for the information in an advertisement and justifying why on the basis of textual features <p>(ACELY1726)</p> <ul style="list-style-type: none"> • Using collaborative technologies to jointly construct and edit texts
<p>Cross-Curricular Priority</p>	<p>Sustainability</p> <p>Systems</p> <p>OI.2 - All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival</p> <p>World Views</p> <p>OI.4 - World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability</p> <p>Futures</p> <p>OI.6 - The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future</p>

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Information to teachers

This unit of work has been developed for a Stage 4, Year 7 English class and uses Ondine Sherman's coming of age novel; *Sky*, as the primary resource. Students will examine a wide range of themes including; personal tragedy, identity, relationships, animal protection, and how one can make a difference in the world. The key concept of this unit is 'perspective' and students are asked to critically examine the perspectives of the fictional characters within the novel as well as those which lay outside it – their own, the wider community and global perspectives. The novel itself, and the activities designed in this unit, have a strong focus on ethical understanding which encourages the development of personal values and attributes such as honesty, resilience, empathy, respect for others', as well as the capacity to act with ethical integrity.

Time and Structure

- 8 Weeks
- 5 Focus Areas – Each focus area could take anywhere between 1-2 lessons or longer.
- Verbal, written, analytical, creative, research and reflective tasks.
- A range of additional resources including; videos, blogs, websites and other literary sources work to complement the core text, *Sky*.
- Formative and summative assessment tasks have been incorporated and can be modified where required.

Target

Mixed ability class with extension tasks.

Unit Focus

Question how you can make a difference in the world through small acts.

Consider the different perspectives regarding farmed animals and decide for yourself where you stand.

Discuss with your friends, family, classmates and teachers. Debating complex issues is healthy and helpful.

RESOURCES

Sky by Ondine Sherman

Focus Area 3 - Student Handout - Extended Response Sample Pg. 23

Glossary (selected words appear in **bold**) Pg. 42

Quizlet (available online)

Download from: voiceless.org.au/schools

Other Resources

David Ian Howe, *A Brief History of Dogs*, TED-Ed, www.ed.ted.com

Jane Goodall, *How humans and animals can live together*, TED Talk, www.ted.com

Mindmup, www.mindmup.com

SUGGESTED LEARNING ACTIVITIES

This focus area refers to a range of chapters.

INQUIRY QUESTIONS

- How do we determine what a healthy friendship looks like?
- How do we view our relationships with the non-human animals who share our world?

1. STARTER

Mind Mapping Relationships

Students to create a mind map of Sky's relationships in the novel.

If students have access to laptops/computers then instruct them to use Mindmap.com to create their maps. If not, students can complete this task in their books.

Students should consider the following categories as a starting point:

- Friends
- Family
- Other adults (teachers/parents/heroes)
- Animals
- What words/phrases would you use to describe Sky's relationship with this person/animal?
- Does the relationship change or develop over the course of the novel?
- Can you provide a quotation/s to support your ideas?

2. EXPLORE

Furry Friends

One of the central concerns in the novel is the relationship humans have with other animals.

Sky adopts Bella and shares her love of dogs with Oliver. The intimate relationship humans have with dogs is based on many factors, including a long history of coevolution, but the main factor is our knowledge of them and their habits.

Students watch the short TED-Ed film 'A Brief History of Dogs' by David Ian Howe.

- What do you think? Do you see dogs as individuals, or are they all the same?
- Why do you think society generally treats dogs one way and chickens another?
- Many people may think chickens are all the same and would not consider them to be intelligent. Why might these misconceptions be problematic?

Read pp. 133 – 134

From page 133: "Chirp. He totally adores me..."

To page 134: "The video only shows his eye so no one will recognise Chirp as a stolen chicken from the local farm."

1. Identify the metaphor used by Sherman to describe the relationship between Sky and Chirp.
2. Find the example of alliteration used in the first paragraph. What is the effect of this sound device and what do these words reveal about Chirp's personality?
3. In what ways are Bella and Chirp similar?
4. "Chirp pecks about looking for insects and then climbs onto my lap where I stroke his feathers like he's a cat?" Identify the language technique used here. What image does it create?
5. What else does the reader learn about Chirp from this passage?
6. From reading this passage, would you describe Chirp as an individual? Why/Why not?

3. DISCUSS

Finding your Tribe

Ask students to re-read Chapters 7-8.

TEACHER TIP

This is a good opportunity for students to read aloud to one another in a small, safe environment.

In groups of 3-4 students then find evidence/quotations from the text to support the following statements. Follow with a class discussion on the nature of friendships.

- Making friends is not always easy.
- Sky is determined to be part of the group.
- Sky feels alienated.
- It is easy to lose sight of who we really are.
- Sky sacrifices her **morals/values**.
- Sky feels as though her world has been turned upside down.
- Stereotypes are often incorrect and can be hurtful.

Composing Extended Responses

Students take ONE of the statements above and compose an extended response or PEEL paragraph (Point/Evidence/Explanation/Link).

Sample – See student handout – **Extended Response Sample.**

- Sky sacrifices her **morals/values**.

In the novel *Sky*, by Ondine Sherman, the protagonist sacrifices her values to become popular. At Marissa's birthday party, Sky is desperate to fit in and will do almost anything to be part of the group. This can be observed during the dinner scene, where Sky does not divulge to her new friends that she is a vegan and instead decides to eat the roast chicken served up by Marissa's mother. Sky reassures herself that this decision is because her "world has changed, [her] globe has fallen off its axis." (pg. 65) Sherman uses a metaphor here to compare the upheaval in Sky's life to a planet which is spinning aimlessly in the universe, with nothing to anchor it. Furthermore, the connotations of the word 'fallen' suggest some sort of decline. In this case, Sky has metaphorically fallen from a place where she once felt stability and was assured in her values and beliefs. Her desperation to be part of a group can be seen when she declares; "I am certain and clear. I need, want, and must have this group." (pg. 65) Sherman's use of the words 'need', 'want' and 'must' convey a tone of absolute conviction and suggest to the reader that Sky is willing to forgo her values to be popular. Therefore, the novel explores the difficulties of finding true friends whilst retaining one's values.

Further Extension

Ask students to critically examine the sample above. What improvements can be made? Implement these suggestions.

4. SHARE AND REFLECT

Direct students back to the inquiry questions:

- How do *you* determine what a healthy friendship looks like?
- How do *you* view your relationship with animals?

From what has been discussed during this lesson/s, consider your own responses to the questions above. Write down your reflections/opinions in dot points.

Visual Literacy – Designing a Front Cover

Now, choose ONE of these themes (friendship or human and animal relationships) and design a new front cover for the novel based on your understanding of this theme.

Students should consider the following:

- Font design;
- Colour and symbolism;
- Vectors;
- Salient image;
- A quote from the novel (or your own) which helps a reader to understand this theme.

Rationale: Students to write a 250-word rationale which explains the stylistic choices they made in designing the front cover.

5. TAKING IT FURTHER / EXTENSIONS

Learn more about humanity's long relationship with animals in Jane Goodall's TED Talk 'How humans and animals can live together'.

Find this at www.ted.com

Questions

- Summarise Jane Goodall's talk in less than 200 words.
- What other social justice issues does Goodall discuss?
- To what extent does conservation play a role in developing our relationship with animals?
- What do you take away from this talk? How do you think we can live more harmoniously with the non-human animals who also share our world?

Sample Extended Response

Statement:

Sky sacrifices her morals/values.

Response:

In the novel *Sky*, by Ondine Sherman, the protagonist sacrifices her values to become popular. At Marissa's birthday party, Sky is desperate to fit in and will do almost anything to be part of the group. This can be observed during the dinner scene, where Sky does not divulge to her new friends that she is a vegan and instead decides to eat the roast chicken served up by Marissa's mother. Sky reassures herself that this decision is because her "world has changed, [her] globe has fallen off its axis." (pg. 65) Sherman uses a metaphor here to compare the upheaval in Sky's life to a planet which is spinning aimlessly in the universe, with nothing to anchor it. Furthermore, the connotations of the word 'fallen' suggest some sort of decline. In this case, Sky has metaphorically fallen from a place where she once felt stability and was assured in her values and beliefs. Her desperation to be part of a group can be seen when she declares; "I am certain and clear. I need, want, and must have this group." (pg. 65) Sherman's use of the words 'need', 'want' and 'must' convey a tone of absolute conviction and suggest to the reader that Sky is willing to forgo her values to be popular. Therefore, the novel explores the difficulties of finding true friends whilst retaining one's values.



Focus Area 4: Animal Protection

Australian Curriculum Alignment

Learning Area	English
Year Level	Year 7
General Capability	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Ethical Understanding • Personal and Social Capability • Information and Communication Technology Capability • Intercultural Understanding
Language Modes	<ul style="list-style-type: none"> • Reading / Writing / Speaking / Listening
Strand	<ul style="list-style-type: none"> • Language – Language for Interaction • Literature - Literature in Context / Responding to Literature • Literacy – Texts in Context / Interacting with Others / Creating Texts
Content Description	<p>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)</p> <p>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)</p> <p>Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)</p> <p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</p> <p>Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)</p> <p>Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)</p> <p>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)</p> <p>Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)</p>

Elaborations	<p>(ACELA1782)</p> <ul style="list-style-type: none"> • Responding to points of view by developing and elaborating on others' responses • Building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text <p>(ACELT1619)</p> <ul style="list-style-type: none"> • Identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age <p>(ACELT1620)</p> <ul style="list-style-type: none"> • Comparing personal viewpoints on texts and justifying responses in actual and virtual discussions <p>(ACELT1621)</p> <ul style="list-style-type: none"> • Identifying stereotypes, prejudice and oversimplifications in texts • Exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed <p>(ACELY1765)</p> <ul style="list-style-type: none"> • Investigating the influence on written language of communicative technologies like SMS, text, email and Twitter <p>(ACELY1804)</p> <ul style="list-style-type: none"> • Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations <p>(ACELY1726)</p> <ul style="list-style-type: none"> • Using collaborative technologies to jointly construct and edit texts <p>(ACELY1728)</p> <ul style="list-style-type: none"> • Understanding conventions associated with particular kinds of software and using them appropriately, for example synthesising information and ideas in dot points and sequencing information in presentations or timing scenes in animation
Cross-Curricular Priority	<p>Sustainability</p> <p>World Views</p> <p>OI.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability</p> <p>Futures</p> <p>OI.6 - The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.</p> <p>OI.7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments</p>

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Information to teachers

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Time and Structure

- 8 Weeks
- 5 Focus Areas – Each focus area could take anywhere between 1-2 lessons or longer.
- Verbal, written, analytical, creative, research and reflective tasks.
- A range of additional resources including; videos, blogs, websites and other literary sources work to complement the core text, *Sky*.
- Formative and summative assessment tasks have been incorporated and can be modified where required.

Target

Mixed ability class with extension tasks.

Unit Focus

Question how you can make a difference in the world through small acts.

Consider the different perspectives regarding farmed animals and decide for yourself where you stand.

Discuss with your friends, family, classmates and teachers. Debating complex issues is healthy and helpful.

RESOURCES

Sky by Ondine Sherman

Focus Area 4 – Close Analysis worksheet Pg 30

Focus Area 4 - Student Handout – Understanding Terminology Pg. 31

Voiceless Blog (online)

Glossary (selected words appear in **bold**) Pg. 42

Quizlet (available online)

Download from: voiceless.org.au/schools

SUGGESTED LEARNING ACTIVITIES

This focus area refers to a range of chapters.

INQUIRY QUESTIONS

- How can we define **animal rights** and **animal welfare**?
- What are **ethics**? Why is it important to be open-minded and respectful when discussing ethical issues and varying **perspectives**?
- How can blogs be used as a means of informing and persuading?

1. STARTER

Understanding Terminology

- One of the most important issues explored within the novel is that of animal protection.
- Write the following terms on the board and ask students to brainstorm what comes to mind when they read/hear each word.
 - **Welfare**
 - **Rights**
- What is the difference between, **animal rights** and **animal welfare**?
- Ask students to write a sentence which explains their understanding of each term.
- Read the definitions below with your student – it may be worthwhile to give them a printed copy. See student handout – **Understanding Terminology** and refer to the **Glossary** and **Quizlet**.

Animal Welfare

Definition

Animal welfare refers to how a non-human animal is coping with the conditions in which it lives.

A person or organisation adopting an 'animal welfare' approach to animal protection, is referred to as an 'animal welfarist'.

Animal welfarists are concerned with how well animals are coping with their environment, i.e. whether they are experiencing positive or negative wellbeing.

For welfarists, it is morally acceptable for humans to use animals for human purposes, so long as that use does not cause unjustifiable or unreasonable pain and suffering.

Example

A welfarist would not be opposed to horse racing on the grounds that it uses animals for human entertainment. However, they may be opposed to some practices used in horse racing, if those practices (such as, whipping) cause unjustifiable pain to the horses.

Animal Rights

Definition

Animal rights refers to the moral and legal entitlements/ rights of non-human animals.

A person or organisation adopting an 'animal rights' approach to animal protection is referred to as an 'animal rights advocate'.

Many rights advocates believe that animals are entitled to enjoy fundamental rights such as the rights to life, health and liberty.

An animal rights advocate would challenge the property status of non-human animals, and disagree with the idea that it is morally acceptable for humans to use animals for human purposes.

Example

A rights advocate would be opposed to horse racing on the grounds that a horse should not have to race for human entertainment. They believe that animals have a right to live their life naturally without human interference, and they should not be forced to perform for humans. Therefore, a rights advocate would oppose horse racing even if the horses did not experience pain and suffering.

2. EXPLORE

Close Analysis

Although this novel is fictional, it touches on some very current and controversial topics. One such topic is the ethics of intensive animal **agriculture** (factory farming).

Chapter 12 - The Farm / Comprehension and Annotating

In this chapter, Sky visits the chicken farm in order to get some information for her 'Celebrating **Agriculture**' project. Although she does not have an appointment, she is able to meet Greg, Marissa's father (although she does not know this until further on in the novel) and interview him. Upon leaving, Sky breaks into a restricted area and takes Chirp home.

Students answer the following questions to explore more about the theme of animal protection.

1. On page 99, how would you describe the atmosphere/ setting? Find words or phrases to support your points. What reason does Greg give for not allowing Sky into the 'chicken sheds'?
2. What is ironic about the words and pictures in the 'school kit' which Greg hands to Sky?
3. Greg says '*We Aussies have a love affair with chickens*' – what does he mean by this statement?
4. List some of the statistics discussed in Sky's interview with Greg.
5. What is the simile used to describe the type of life the chickens lead, according to Greg? (hint: page 103)
6. In what light does Sherman present Greg in this section?
7. There are two different **perspectives** given in this chapter. Sky is a teenager and Greg is the owner of the farm – how does their age and position influence the reader's perspective of them? Which do you find more convincing and why?
8. What are some of the reasons Sky gives for entering through the door which reads: 'DO NOT ENTER'?
9. Focus on pages 106-108. Read the section carefully. Then complete the **Close Analysis Worksheet**.

3. DISCUSS

Ethics and Perspectives

Ask students to re-read Chapters 7-8.

1. Ask students to re-read pages 137-141. In this section, Sky has a confrontation with Greg about what she witnessed at his farm.

Ethics are essentially what an individual believes to be right or wrong. Our **ethics** are determined by the **morals** and **principles** which guide our lives.

To ensure students understand these terms (ethics, morals, principles) ask them to write their own definitions – using the dictionary, **Glossary** or **Quizlet** if required. Refer to page 187 – here Sky watches a video of her mother who discusses her principles. This is a good example to use when helping your students understand the terms.

‘These are the principles I’ve always tried to follow, and now you’re nearly a grown woman, it’s your turn. When you don’t know what to do,’ Mum’s gaze is so direct she must have practised this a hundred times, ‘remember who you are. Our value of loving kindness. Surround yourself with good people. People who love you for you. ‘When you don’t know what to do, trust your heart, my love. It will never lead you astray. But most importantly, don’t let the world dent your spirit, Sky. There are good people and bad out there. And you will have good times and the toughest hardships. But keep your spirit strong. You are full of compassion and wonder. You are and have always been strong, creative and wise beyond your years. ‘When you don’t know what to do, stay true to yourself.’

2. Discuss the following statements/quotations from the novel. Ask students to **think critically** about these – give students some time to note down their ideas/opinions first, before opening the floor up for discussion.
 - Was it wrong for Sky to enter the prohibited area at the farm?
 - What about taking Chirp, should she have done this?
 - Greg: “Animals aren’t like us, sweetheart, and we must be careful not to attribute human traits to them”. (pg. 138) What do you think? Are animals different from us? How?
 - Sky: “Animals can feel, they can suffer. I saw with my own eyes how miserable the thousands of chicks were”. (pg. 138) Seeing the **broiler chickens** has a big impact on Sky. How did the events of Chapter 12 affect you?
 - Sky: “The brochure doesn’t show the foul smell, the poo-covered floor, the windowless walls, the thousands of hopeless animals.” (pg. 137) Is it right for Greg/his

company to conceal the truth from the public?

- Sky: “It’s cruel” (pg. 139). What is your opinion?
- Greg: “They’re chickens, not babies”. (pg. 138) Consider the word ‘babies’ – why might Greg use this word? What point is he trying to make?

TEACHER TIP

Remind students that it is okay to not agree with your friends, teachers or parents. Educating yourself on important issues is healthy but not everyone shares the same perspective. Having an open mind when discussing difficult topics is essential.

4. SHARE

Blog it!

In this lesson/s, students have discussed some serious issues. In the text, Sky writes a guest blog for an “animal lovers website” – of which she is very passionate.

Lead a class brainstorm on the following:

- What is a blog?
- Have students read blogs previously?
- Do any students write their own?
- Do you follow a blogger? What do you like about their blogs? What don’t you like?

Reading Blogs

Direct students to the Voiceless Blog (or, print some blogs in advance).

Give students time to read 1-2 of the blogs and then answer the following questions:

- Who is writing the blog?
- Who is the intended audience? How do we know this?
- What topic/s does the blog cover?
- What features does the blog have in terms of layout, design, language?
- How do these features influence the reader?
- Which blog appeals to you most? Why?

Relevant blogs from Voiceless include:

- Animals: things or persons? Voiceless in conversation with Professor Steven Wise.
- Is it possible to produce 'ethical' dairy? By Anna Wotherspoon.
- Pigs and dogs: Same same, but different? By Jeffrey Masson.

Or refer your students to:

- Do Dolphins Belong in Captivity? Written by 16 year high school student, Jasmine McManus.

Composing Blogs

After having explored a variety of different blog styles, students write their own blog entry based on one of the topics raised in the text. Brainstorm potential topics on the board with your students.

Students will need to spend some time researching and ask themselves the following questions:

- What is your blog for? Is it to attract and educate people? To provide a communal space for discussion or an attempt to change policy? Perhaps to provide fellowship and support?
- Who is your blog for? Is it for children? Young adults? Everyone?
- What will be your blog's primary focus? Choose one or two facets of the issue to explore first. Every political issue has many facets and it's easy to overload a text with too much information, especially if you're passionate.
- What will your blog be called? A succinct and catchy title helps to attract the interest of readers.

5. REFLECT**Reflecting on Blogs**

Ask students to read a peer's blog and provide them with some simple feedback in the form of:

WWW – What Went Well (a positive);

EBI – Even Better If (an area for improvement).

6. TAKING IT FURTHER / EXTENSION

Has one of your students written an exceptional blog about an animal welfare/rights/protection issue? Ask them to edit and polish this to a high standard.

Voiceless would love to read your student's blog – if parental consent is given, please send a copy to education@voiceless.org.au. If it's appropriate we will consider it for publication.

Want to know more about issues discussed in this series of activities? Direct students who are interested in factory farming and broiler chickens to the Voiceless website - voiceless.org.au

Close analysis

The floor sways and tens of thousands of tiny chicks come into focus. Little beaks, baby wings flapping.

Thousands of them are **squashed** together as far as my eyes can see and it's like a yellow sea. But not pretty, not fluffy, not cute. It is weirdly **horrifying**.

I stand and watch, my hand still covering my face, completely forgetting to take out my camera phone.

Grey fans whirr rhythmically, circulating the **putrid** air. Long hanging beams stretch into the distance and dim fluorescent lights dangle, forming bright circles on the floor. There are no windows. The ground is divided by plastic pipes with circular apparatuses attached. Just like the diagram showed.

But this isn't Club Med. And no one looks like they want to grin with glee. No air, no sunlight, no plants, no grass, no space, with nothing to do, nowhere to go; it's **hell**.

I open a low gate that separates me from the birds and kneel down slowly so as not to frighten them. Bird poo covers the floor and smudges my skirt.

I wish I could ask Mum what this means, what to think. Did she know?

She'd explain everything like when I was little, in a way I can understand. Now my eyes sting twice as bad from **sorrow** and from what I'm seeing.

Chicks **crowd** around my legs nervously. One approaches. I reach to pick him up but my charm bracelet jingles and he races off, lost in the crowd. I take off the bracelet, stuff it in my pocket and wait patiently. He approaches again and I gently grab him, brush off the **filth**, and bring him up to my cheek.

'Hi there,' I whisper. 'How are you? I'm Sky.' He looks straight at me. 'You're so sweet,' I say softly, smoothing his soft feathers against my skin. His heartbeat pulses in my palm.

I look around the room again; the air is so thick I can see the particles floating. The little life in my hands contrasting with the **bleakness** around me is **heartbreaking**.

I know I have to leave, that what I'm doing is **illegal**. But the chick has fallen asleep in my hand, so warm, so trusting, so little ...

PP. 106-107

Using different colours/highlighters annotate this section of text -

Consider the following areas as you de-construct the passage:

Unknown Vocab: Are there any words in the passage which you need to look up in the dictionary?

Literary devices: Repetition – numerical diction – negative diction/words – simile – sibilance - plosives – emotive language – metaphor.

Atmosphere/Mood: How would you describe the atmosphere? What words or phrases help to convey this?

Tone: How would you describe Sky's tone? i.e. Her attitude towards what she is witnessing.

Connotations: Consider the connotations of the words in bold (implied meaning or the thought and feeling behind a word).



Understanding Terminology

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Example

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A person or organisation adopting an 'animal rights' approach to animal protection is referred to as an 'animal rights advocate'.

Many rights advocates believe that animals are entitled to enjoy fundamental rights such as the rights to life, health and liberty.

An animal rights advocate would challenge the property status of non-human animals, and disagree with the idea that it is morally acceptable for humans to use animals for human purposes.

Example

A rights advocate would be opposed to horse racing on the grounds that a horse should not have to race for human entertainment. They believe that animals have a right to live their life naturally without human interference, and they should not be forced to perform for humans. Therefore, a rights advocate would oppose horse racing even if the horses did not experience pain and suffering.



Focus Area 5: Making a Difference

Australian Curriculum Alignment

Learning Area:	English
Year Level:	Year 7
General Capability	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Ethical Understanding • Personal and Social Capability • Information and Communication Technology Capability • Intercultural Understanding
Language Modes	<ul style="list-style-type: none"> • Reading / Writing / Speaking / Listening
Strand	<ul style="list-style-type: none"> • Language – Language for Interaction / Text Structure and Organisation • Literature - Literature in Context / Responding to Literature • Literacy - Interacting with Others / Creating Texts
Content Description	<p>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)</p> <p>Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)</p> <p>Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)</p> <p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</p> <p>Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)</p> <p>Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</p>

<p>Elaborations</p>	<p>(ACELA1782)</p> <ul style="list-style-type: none"> Responding to points of view by developing and elaborating on others' responses Building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text <p>(ACELA1763)</p> <ul style="list-style-type: none"> Writing structured paragraphs for use in a range of academic settings such as paragraph responses, reports and presentations <p>(ACELT1619)</p> <ul style="list-style-type: none"> Identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age <p>(ACELT1621)</p> <ul style="list-style-type: none"> Exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed <p>(ACELY1719)</p> <ul style="list-style-type: none"> Identifying, discussing and interpreting ideas and concepts that other individuals and groups value <p>(ACELY1804)</p> <ul style="list-style-type: none"> Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations Selecting voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement <p>(ACELY1725)</p> <ul style="list-style-type: none"> Writing and delivering presentations with specific rhetorical devices to engage an audience
<p>Cross-Curricular Priority</p>	<p>Sustainability</p> <p>World Views</p> <p>OI.4 - World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability</p> <p>OI.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability</p> <p>Futures</p> <p>OI.6 - The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.</p> <p>OI.7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments</p>

Acknowledgments

This Australian Curriculum alignment statement is based on the Australian Curriculum, Assessment and Reporting Authority (ACARA) materials, which are licensed under CC BY 4.0. The material has been modified from the Australian Curriculum website (accessed June 2019).

Information to teachers

This unit of work has been developed for a Stage 4, Year 7 English class and uses Ondine Sherman's coming of age novel; *Sky*, as the primary resource. Students will examine a wide range of themes including; personal tragedy, identity, relationships, animal protection, and how one can make a difference in the world. The key concept of this unit is 'perspective' and students are asked to critically examine the perspectives of the fictional characters within the novel as well as those which lay outside it – their own, the wider community and global perspectives. The novel itself, and the activities designed in this unit, have a strong focus on ethical understanding which encourages the development of personal values and attributes such as honesty, resilience, empathy, respect for others', as well as the capacity to act with ethical integrity.

Time and Structure

- 8 Weeks
- 5 Focus Areas – Each focus area could take anywhere between 1-2 lessons or longer.
- Verbal, written, analytical, creative, research and reflective tasks.
- A range of additional resources including; videos, blogs, websites and other literary sources work to complement the core text, *Sky*.
- Formative and summative assessment tasks have been incorporated and can be modified where required.

Target

Mixed ability class with extension tasks.

Unit Focus

Question how you can make a difference in the world through small acts.

Consider the different perspectives regarding farmed animals and decide for yourself where you stand.

Discuss with your friends, family, classmates and teachers. Debating complex issues is healthy and helpful.

RESOURCES

Sky by Ondine Sherman

Focus Area 5 - Interview with the Author Pg. 38

Glossary (selected words appear in **bold**) Pg. 42

Quizlet (available online)

Download from: voiceless.org.au/schools

SUGGESTED LEARNING ACTIVITIES

This focus area refers to a range of chapters.

INQUIRY QUESTIONS

To what extent does the novel explore the concept of **social justice activism**?

- How you can make a difference in the world through small acts?

1. STARTER

Read – The Author's Thoughts

1. Read the **interview** with the author, Ondine Sherman, about her motivations and reasons for writing the novel.
2. Students to identify what they think the key argument (or point) the author is making in regards to the use of fiction texts to present factual information.
3. Focus a class discussion on the following questions (and Sherman's responses to these) which foreground later discussions and activities.
 - Why does Sky find public activism to be such an effective method of expression?
 - Explain how Sky might be used as an example of a citizen of democracy registering disagreement, seeking support, and making changes.
 - In what ways do you think Sky had an impact on the world around her? How might this encourage other young people to believe in themselves?

Further Discussion

In groups, students discuss their responses to the following:

- Why is it beneficial to have opposing views and conflict in the text?
- Can you find examples of dialogue from the novel in which the reader is privy to the differing opinions of key characters?
- Are there other examples where students have encountered a fiction text that has been used to explore reality or to promote a particular perspective?
- How have the characters in Sky been used to create conflict?
- Do you think fiction is more or less persuasive than non-fiction? Explain your thoughts.

2. EXPLORE

Making a Difference

1. Students to make a list of all of the examples where characters are attempting to make a difference or standing up for what they believe in.

These should include, but are not limited to;

- Sky's adoption of Bella (pp. 47-49)
 - Lucy's father, Mark, and his bird sanctuary (pp. 124-129)
 - Oliver's possum and bird boxes (pp. 82)
 - Miss Higgins' Landcare group (pp. 78-81)
 - Sky's rescue and care of Chirp (pp. 107-110)
 - Sky's presentation at the town hall (pp. 201-206)
 - Greg's decision to turn half his farm **free-range** (pp. 220)
2. Students choose ONE of the acts above to develop a piece of analytical writing which addresses the following question:

Small acts have the power to enact change.

Suggested structure:

Point – Link to the question and make a statement in response to it – use the key words from the question.

Example - Give an example (quotation) to support the point.

Explanation – Explain how the example reflects the point and provide some analysis, where possible, of the language or literary devices used by the writer.

Link up – Link back to the point/question.

Sample starter:

Sky's presentation at the town hall is a **small** yet courageous **act**. It has the potential to **enact change** in her community by informing the townspeople of the conditions at the chicken farm in the hopes that this may lead to some changes in mindset and improvements for the lives of animals.

3. DISCUSS

Social Justice Activism

As a work of fiction, Sky must present its characters as 'mouthpieces' for various positions around the various issues raised in the novel. The text enters into 'for' and 'against' arguments, through the behaviour and conversation of its characters.

In the novel, we discover that Sky's mother, Eleanor, was involved in anti-whaling and anti-logging protests and Melody is also involved in social justice activism. When presented with the opportunity to protest animal maltreatment, Sky takes up the opportunity naturally. It is part of her family history.

Sky provides opportunities to learn about historical and recent protest and social justice activism.

Discuss:

- What is **social justice activism**?
- Can you think of some examples of activism throughout history?
- Has there been any current rallies, protests or social justice activist movements that you are familiar with?

Research and Oral presentation

- Students research, in detail, one public protest or instance of activism – historical or recent, linking this to the key concept: **Perspective**.
- Students will then present their presentation to the class. 3 minutes.

TEACHER TIP

This could be modified to use as a formal assessment task – with students completing the research part of the task at home, given time in class to write their speech, and then performed by the students in class and marked by the teacher. If a more literary approach is required to meet state curriculum requirements, teachers could opt to change the focus of the oral presentation to a theme/key concern within the novel.

Topics

There are many to choose from, including:

- Anti-war protests – worldwide;
- Greyhound racing protests – NSW, Australia;
- Protests on climate change – Australia/worldwide;
- Protests to stop/ban live export – South Australia;
- Protests against contemporary Australian refugee policy;
- American civil rights protests – USA;
- The women's suffrage protests – various;
- Marriage equality – Australia/worldwide;
- Vegan protests – Victoria, Australia;
- Gender Equality – worldwide;
- Bronx Zoo Protest to free Happy, the elephant – NYC, USA;
- Duck hunting protests – Victoria, Australia.

The list is endless, which should mean a great array of student presentations.

Students to consider the following when preparing and re-searching:

The facts on the day:

- What were/are the protesters opposing?
- What were/are their reasons for opposition?
- What year was it?
- Who was/is in government?
- How did the authorities/community respond to the protest?
- What form did the protest take?

- How many people were present?
- Who spoke?
- Was it a peaceful protest, or was violence involved?
- Was there a police presence and how did they behave?

The protest over time:

- Was the protest effective?
- In what ways was it effective? In what ways was it non-effective?
- Did results take time? How much time?
- Are people still protesting the same behaviours years later? Why do you think this might be?
- Consider the varying perspectives involved – try to look at the issue objectively.
- Come back to the novel's epigraph and aim to make a link in your presentation to the sentiment behind Goodall's quote.

'You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.'

- Jane Goodall.

4. SHARE

Students share their oral presentations with the class.

Students should focus on developing their oratory skills during this task.

5. REFLECT

What have you learnt?

Just as a reader is impacted by the narrative, the characters themselves learn and change due to the events that unfold.

Students to read the following quotations and identify:

- Which character/s does this involve?
- What have they learnt? Or how have they changed?
- What action/s prompted the change or acted as a catalyst for a new perspective?

- “You can keep educating people about being compassionate, and about chickens’ personalities and the things you’ve learnt about the industries. I’ve learnt a lot from you already...I think I’m going to phase it out of my diet completely. Chicken, I mean. You can be a voice for them.”
- “Stevenson’s Family Farm will transition to a new business model, capitalising on the growing market of consumers looking for welfare-friendly meat.”
- “I’m just grateful Marissa has been open-minded and seen inside the shed for herself”. Jules was right; deep down Marissa can be kind.”
- “Daddy didn’t understand; he’s all obsessed with numbers, processes and ticking boxes. But now he does.”

Students to complete the following reflection questions:

- What are some of the most interesting discoveries you made whilst reading and studying this novel?
- For you, what was the most important thing you have learnt? Why?
- How will you use what you have learnt moving forward in your life?
- If you were to describe what you have learnt using just ONE word, what would it be?

6. TAKING IT FURTHER

We hope that you have enjoyed using our teacher and student resources for this Sky Series APE.

If you and your students loved reading and studying Sky, get a copy of the next book in the series, *Snow*. We also have a comprehensive APE developed for this text – access it at: www.voiceless.org.au/content/snow

We are always looking to improve our educational resources, please get in contact with us if you would like to provide some feedback on this APE, including how it was received by your students.

Email us at: education@voiceless.org.au

Sky Author Interview with Ondine Sherman



What was your motivation in writing Sky?

I hope *Sky* will inspire youth to engage with some of the most important animal protection issues of our time. Young people are often passionate about making a difference in our world and can truly make a difference when they get involved. We see evidence of this today with the teenagers who are leading the global climate action movement. I believe this generation of youth are our most valuable change-makers and will help be instrumental in making our world a kinder, more compassionate place for animals.

What experiences and sources did you draw on in creating the character of Sky?

Sky is an entirely fictional character but, as I was creating her, I felt like I started to embody her in some small way through her trials and tribulations. It's quite a wonderful feeling to be so connected to your characters and to think and dream of them all the time. To get in the head of a teenager, I drew

a lot on my own past experiences as well as my teen daughter, Jasmine. Neither of us have ever been through what *Sky* has, but there are whispers of both our personalities, if you listen closely.

How is Chirp such an important character in the text?

I have always loved books and movies where the protagonist is an animal, as I could imagine the world from their eyes. I didn't want Chirp to be just a 'thing' but a character of her own with emotions and preferences. Now that I have my own rescue-chickens, I can see first-hand that each one is different and unique. They are wonderful and often misunderstood animals.

The need and drive to gain social approval for Sky drives an important element of the plot. Why is this so?

We are all driven by the need of social approval, for good and for bad, it is often the main force that influences our decision making. Social pressure is even stronger when we are young and still searching for ourselves and our identity. *Sky*, like all of us, needs to navigate the narrow path between fitting in and staying true to what she believes. It's not an easy task but extremely valuable.

Why does Sky find public activism to be such an effective method of expression?

There are many ways one can make a difference and effect change in our society. Public activism is one important tool in our box. By standing up in front of her peers and being authentic, vulnerable, and passionate, *Sky* was able to communicate her message and be heard. Public activism such as speeches, rallies, protests and demonstrations, can be extremely



powerful and have created real change throughout history, in all our greatest social justice movements.

Explain how *Sky* might be used as an example of a citizen of democracy registering disagreement, seeking support, and making changes.

We are extremely fortunate to live in a democracy and that comes with privileges such as freedom of speech as well as duties. Part of our responsibility as citizens is that when we see injustice we must speak out. Although it may seem difficult, history has shown that it often takes only a single person, someone with passion and conviction and tenacity, to start a movement to create change. *Sky* is a regular teenager with no extraordinary resources or skills, but she is an example of what can be achieved when we do not accept the status quo - great things can happen.

In what ways do you think *Sky* had an impact on the world around her? How might this encourage other young people to believe in themselves?

By standing up for what she believes, *Sky* is not only able to change the life of Bella and Chirp, but also reduce the suffering of thousands of others. There are many ways young people can make a difference in their community, be it writing an opinion piece for their school or local newspaper or sharing a meaningful artwork. We all have the ability to influence others and become an example to those around us. Sometimes we don't even realise it at the time, but our words or behaviour has significantly altered someone's perception.

Reflect and comment on the writing process for *Sky*. In what ways did you use language to achieve your desired outcome?

Sky has many people in her life and not all of them see the world as she does. I love writing dialogue as it allows me to explore differing opinions and allow my characters opportunities to discuss and debate opposing views. Conflict can drive people apart but it can also often lead to deeper understandings and creative resolutions.

In what ways does *Sky* explore themes of animal protection?

Sky, like many of us, loves animals very much and before the book begins, she already knows a lot about animal protection issues. However, when she starts working on her high school agriculture project and meets Chirp, her experience deepens. *Sky* finds herself grappling with some of the biggest ethical issues of our day – the industrialised exploitation of farm animals.

My next book, *Snow* (released July 2019), is set in Alaska and will continue the animal protection theme as *Sky* faces new and exciting challenges

What message and impact would you like to see *Sky* have on young people?

I am delighted to hear young people respond to *Sky* and find themselves pondering the animal issues she is faced with. It is only through engagement and critical thinking that we can tackle the complex issues of our human-animal relationship and navigate pathways to real and lasting change.



Assessment

Australian Curriculum Alignment

Learning Area	English
Year Level	Year 7
Achievement Standards	<p>Receptive modes (listening, reading and viewing)</p> <p>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.</p> <p>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.</p> <p>Productive modes (speaking, writing and creating)</p> <p>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.</p> <p>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 and accurate spelling and punctuation.</p>

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ASSESSMENT TASKS

See the range of assessment tasks below which are also embedded into the sequence of learning for this unit of work.

Teachers could also use evidence of student work from each of the 5 focus areas to bring together a portfolio of work to show how achievements have been met.

Formative Assessment 1

Creative Writing – Bio Poems.

Students compose a poem which explores the theme of identity.

Refer to **Focus Area 2: Identity**, for more information on this task.

Formative Assessment 2

Extended Response – Analytical Writing.

Students compose a PEEL paragraph on the character of Sky.

Refer to **Focus Area 3: Relationships**, for more information on this task.

Formative Assessment 3

Visual Literacy – Designing a Front Cover.

Students to design a new front cover for the novel and write a 250-word rationale which explains the stylistic choices made.

Refer to **Focus Area 3: Relationships**, for more information on this task.

Formative Assessment 4

Blog It – Writing About a Key Issue/Topic from the Novel.

Students compose a blog about an issue/topic raised in the novel, with a focus on editing and peer assessment.

Refer to **Focus Area 4: Animal Protection**, for more information on this task.

Summative Assessment

Oral Presentation – Perspective

Students research, plan, write, and deliver a 3-minute oral presentation on one public protest or instance of **social justice activism** – historical or recent, linking this to the key concept: **Perspective**.

This could be modified to use as a formal school assessment task – with students completing the research part of the task at home, given time in class to write their speech, and then performed by the students in class and marked by the teacher.

If a more literary approach is required to meet state curriculum requirements, teachers could opt to change the focus of the oral presentation to a theme/key concern within the text, or alternatively use Jane Goodall's quote, which opens the novel, as a stimulus.

Refer to **Focus Area 5: Making a Difference**, for more information on this task.

Voiceless would be delighted to receive any completed student work (subject to parental consent) to feature on the Voiceless website. Please email any work or feedback to education@voiceless.org.au

Vocabulary	Definition
Agriculture	Growing plant crops and rearing and managing livestock to produce a variety of products for commercial sale.
Animal Intelligence	The ability of an animal to learn, acquire knowledge and process information.
Animal Welfare	Refers to how an animal is coping with the conditions in which it lives.
Animal Welfarist	A person or organisation adopting an 'animal welfare' approach to animal protection. Animal welfarists are concerned with how well animals are coping with their environment, i.e. whether they are experiencing positive or negative wellbeing. For welfarists, it is morally acceptable for humans to use animals for human purposes, so long as that use does not cause unjustifiable or unreasonable pain and suffering.
Animal Rights	Refers to the moral and legal entitlements of animals.
Animal Rights Advocate	A person or organisation adopting an 'animal rights' approach to animal protection. Many rights advocates believe that animals are entitled to enjoy fundamental rights such as the rights to life, health and liberty. An animal rights advocate would challenge the property status of animals, and disagree with the idea that it is morally acceptable for humans to use animals for human purposes.
Battery Cages	A series of cages in which hens are confined for laying eggs.
Bildungsroman	A literary genre which focusses on the development of an adolescent protagonist.
Bio-security	Steps taken to prevent the spread of infectious disease amongst humans and animals, or from one place to another.
Broiler Chicken	Chickens bred for meat production.
Ethics	The moral principles which determine how a person conducts themselves.
Epigraph	A short quotation or inscription at the start of a text, or chapter or a novel, which imply its theme.
Factory Farming	A system of large-scale intensive animal agriculture, where animals are generally confined indoors, and unable to perform most natural behaviours.

Free-range	A system of animal farming where animals are housed at lower stocking densities than intensive systems, and are permitted some degree of access to an outdoor area.
Misconception	An opinion or view that is flawed.
Morals	The individual values that a person holds in relation to what that person feels is right or wrong.
Natural Behaviours	The actions and conduct animals usually exhibit under natural conditions.
Perspective	Point of view.
Poultry	A term used to group a variety of domesticated birds such as chickens, geese, ducks or quail.
Principles	A set of guidelines a person lives by which determines their behaviour.
Protagonist	The central character of a text.
Provincialism	Old-fashioned, or narrow-minded attitudes and opinions of people who live outside big cities.
Selective breeding	A process where humans breed together animals with specific characteristics, in order to produce offspring with those characteristics.
Sentience	The ability to perceive and feel things, such as pleasure and pain.
Slaughterhouse	A place where humans kill animals for their meat and bodily parts.
Social Justice Activism	Efforts to change political or social issues through public protest or action.
Stocking density	Stocking density refers to the concentration of animals within a particular area.
Veganism	The practice of abstaining from anything which involves the use of animals for human purposes, especially food and clothing derived from animal bodies.