

istening	Extend		Hunting in Alaska Reading and responding to news articles. Further Extension VACI – The Voiceless Animal Cruelty Index.		Extended Response Analytical paragraph.
ig / Writing / Speaking / L	Reflect		Difficult Questions/ Difficult Answers Written reflection.		Headlines Visible Thinking Routine.
anguage Modes: Readir	Share	laska	Greative Writing Writing a letter from Sky's PoV.	giveness	Creative Writing A variety of creative writing choices. FORMATIVE ASSESSMENT TASK 1
Concept: Perspective La	Discuss	FOCUS AREA 1: Animals in Alaska	Relationships with Animals and the Environment Character table. STUDENT WORKSHEET Marketplace Discussing key quotations. TEACHER HANDOUT	IS AREA 2: Family and Forgiveness	Family and Forgiveness Class discussion.
English Text: Snow Key (Explore	F	Animal Welfare, Protection and Conservation Comprehension and creative writing.	FOCU	Compare and Contrast Family dynamics. STUDENT WORKSHEET
Stage 4 - Year 7: Subject: English Text: Snow Key Concept: Perspective Language Modes: Reading / Writing / Speaking / Listening	Pre-test/ Pre-requisite/ Starter		Pre-requisite Reading of <i>Snow-</i> Ondine Sherman Pre-test Alaska – True or False Starter Epigraph – An Inscription of Knowledge.		Starter Mind Mapping.
St			Content Descriptors ACEL782 ACEL7619 ACEL7620 ACEL7621 ACEL7622 ACEL71625 ACEL71625 ACEL71923 ACEL7723 ACEL7723		Content Descriptors ACELA1763 ACELT1619 ACELT1620 ACELT1621 ACELT1625 ACELT1625 ACELT1725

	Reading Greta Thunberg Writing Opinion piece.		Law and Secrecy Investigating laws and secrecy in the food and animal industries.		Look out for the third novel in the 'Animal Allies Series' – Star.
	Stand Up Reflecting on making a difference.		Reflecting the Truth 200-word written response to the lesson inquiry questions.		Reflecting on Language 250-word written response. Unit Reflection Written responses. FORMATIVE ASSESSMENT TASK 4
. Hero	Unsung Heroes Research Task. FORMATIVE ASSESSMENT TASK 2	king	Visual Literacy Campaigning for truth. FORMATIVE ASSESSMENT TASK 3	nguage	Essay Writing Writing about thematic concerns. SUMMATIVE ASSESSMENT
US AREA 3: The Rebellious Hero	Class Discussion. Sky, rebellion and heroic status.	FOCUS AREA 4: Truth Speaking	Class Discussions 'Truth in Labelling'.	S AREA 5: The Power of Language	Using Gendered Pro-nouns Discussing the language used when talking about animals
FOCU	The Hero's Journey Tracking Sky's adventure. STUDENT WORKSHEET	, ,	Secrets - Truth or Lies? Analysis character's decisions. STUDENT WORKSHEET	FOCUS	Poems about Hunting. Reading, annotating and discussing poetry.
	Starter Heroes and Heroines.		Starter Truth Telling George Orwell.		Starter Language Basics. STUDENT WORKSHEET
	Content Descriptors ACELA1782 ACELA1531 ACELT1620 ACELT1621 ACELY1719 ACELY1725		Content Descriptors ACELA1782 ACELA1763 ACELT1619 ACELT1620 ACELT1621 ACELT1803 ACELY1721 ACELY1726 ACELY1728		Content Descriptors ACELA1528 ACELT1619 ACELT1620 ACELT1621 ACELT1623 ACELT1623 ACELT1723 ACELY1725 ACELY1725 ACELY1725 ACELY1725

Snow Ondine Sherman

Unit Title: Communicating Diverse Perspectives

Focus Area 1: Animals in Alaska

Australian Curriculum Alignment

Lagraina Arag	Fuulish
Learning Area	English
Year Level	Year 7
General Capability	 Literacy Critical and Creative Thinking Personal and Social Capability Ethical Understanding Information and Communication Technology Capability Intercultural Understanding
Language Modes	Reading / Writing / Speaking / Listening
Strand	 Language – Language for Interaction Literature - Literature in Context / Responding to Literature / Examining Literature Literacy – Interacting with Others / Interpreting, Analysing, Evaluating / Creating Texts
Content Description	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) Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619) 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) Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621) Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622) Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) 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) Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723) Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

(ACELA1782)

- 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

(ACELT1619)

 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

(ACELT1620)

Comparing personal viewpoints on texts and justifying responses in actual and virtual discussions

(ACELT1621)

- 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

(ACELT1622)

Elaborations

 Analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people

(ACELT1625)

 Using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation

(ACELY1804)

 Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations

(ACELY1723)

- Identifying cause and effect in explanations and how these are used to convince an audience of a course of action
- Inferring the tone and emotional intent of a character in dialogue in a narrative

(ACELY1728)

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

Sustainability

World Views

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

Cross-Curricular Priority

Futures

- Ol.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
- 01.9 Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments

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; Snow, as the primary resource. Students will explore a wide range of themes including; animal protection, family, forgiveness, rebellion, heroism, truth and the power of language. Students will follow the protagonist, Sky, to Alaska, where she must navigate the difficulties of family, adolescence and the wilderness. The key concept of this unit is 'communication' and students are asked to critically examine the importance of communication on both a private and public level. Students will also consider personal and global perspectives on a range of topics. 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, Snow.
- Formative and summative assessment tasks have been incorporated and can be modified where required.

Target

Mixed ability class with extension tasks.

Unit Focus

Question the power of language and communication.

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

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

RESOURCES

Snow by Ondine Sherman

Focus Area 1 – Relationships Worksheet Pg. 10

Focus Area 1 – Marketplace Statements handout Pg. 11

Glossary (selected words appear in bold) Pg. 41

Quizlet (available online)

Voiceless Animal Cruelty Index (VACI), Voiceless (available online)

Download from: www.voiceless.org.au/schools

Other Resources

Julia Jacobs, New York Times: Alaska hunter who killed cubs in bear den gets 3 months in jail, 2019, www.nytimes.com

National Park Service, Wilderness Character Narrative, 2019, www.nps.gov

Sam Friedman, Daily News Minor – The Voice of Interior Alaska: Three sentenced for illegal hunting, wolf poisoning at remote Alaskan lodge, 2019, www.newsminer.com

SUGGESTED LEARNING ACTIVITES

Pre-requisite

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

INQUIRY QUESTIONS

- How can fiction texts help us to understand current animal and environmental issues in the world?
- In what ways does the writer help the reader to understand the importance of considering multiple perspectives when discussing controversial topics?



1. PRE TEST

Alaska - True or False

What do you already know about Alaska?

Give students 5 minutes to write down what they know.

- Alaska is a state of the USA (T)
- There are over 100,000 glaciers in Alaska (T)
- Anchorage is the capital of Alaska (F Juneau)
- Alaska was one of the first places in the world to be mapped by Europeans (F – it was one of the last due to the harsh weather conditions)
- There are active volcanoes in Alaska (T)
- The population of Alaska is over 1 million (F 737,348 in 2018)
- Mt Denali is the tallest peak in North America (T)
- There was a gold rush in Alaska in the 19th Century (T)



Collect the pre-tests and have a quick read – it's a good indicator of prior knowledge.

STARTER

Epigraph – An Inscription of Knowledge

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

"All good things are wild and free." Henry David Thoreau.

Students complete the following questions.

- 1. What is an epigraph?
- 2. Who was Henry David Thoreau? What was he known for?
- 3. What do you think Thoreau is trying to say here?
- 4. What could the 'good things' be?
- 5. Consider the connotations of 'wild' and 'free'.

- 6. In light of having read the novel already, why do you think Sherman has chosen to begin her narrative this way? Can you make any links to big ideas/concepts within the text?
- 7. 10-minute research What 'wild' and 'free' animals inhabit the Alaskan landscape?

2. EXPLORE

Animal Protection and Environmental Conservation

Sherman's novel is set in Alaska and interweaved into the narrative are various issues regarding animal welfare, protection and conservation.

Adam, Sky's father, lives in Anchorage not far from the Denali National Park.

Give students some time to view Alaska from Google Earth.

Answer the following:

- 1. What observations can you make about the landscape?
- 2. What do you notice about the place names?
- 3. As part of a national effort to monitor Denali National Park and its inhabitants, the park guides compiled a 'Wilderness Character Narrative' to help others understand the unique qualities of this place.

As a listening test, read the following excerpt from the narrative to your students and ask them to note down the words which they think best describe the environment.

Excerpt:

"The Denali Wilderness is a land of **paradox**. It is inviting and it is terrifying; accessible and remote. It is an essentially undeveloped wilderness with a road corridor through the middle that brings millions of people to its edge. It is **untrammelled**, yet managed. Some of the land within its boundaries is well known and studied, but much of it is full of mystery. It is a natural and **intact ecosystem** celebrated by scientists, writers, hunters, adventurers and artists alike."

Creative Writing

Using the icon of the human (right hand corner of Google Earth), zoom into Denali National Park and Preserve.





The blue dots indicate where you can drop the figure and see a 'street' view.

Task: Ask students to imagine they are standing on one of these peaks.

Using sensory imagery, write a descriptive paragraph which describes the surrounds.

What can you see - taste - hear - see - feel?

As an extension, students can opt to challenge themselves by using some of the words from the narrative:

Paradox Inviting

Terrifying Underdeveloped

Untrammelled Mystery
Natural Intact

Ecosystem Celebrated

Character	Describe their relationship with animals/environment
Sky	
Adam	
Jaxon	e.g. Jaxon has worked for the Anchorage Visitor Bureau, as a horseback guide in the Chugach Mountains, and as a researcher at the national parks studying wolf populations which live close to the towns. He enjoys spending time in the great outdoors, especially camping. Jaxon has a clear love for animals, and really wants to be able to see Kangaroos in the wild. Although, unlike Sky, he is okay with recreational hunting.
Melody	
Ralph	



Refer to the Glossary and Quizlet for vocabulary definitions.

3. DISCUSS

Relationships with Animals and the Environment

The key characters of the novel have close relationships with the environment and/or animals. Students complete the **Relationship Worksheet**. Or, as an alternative could draw this table into their workbooks.

Marketplace

Instructions: Print the **Marketplace Statements** and stick each one to a large sheet of paper. Place these around the room as 'stations' and ask students to form groups of three.

Give students approximately 4 minutes per station to note down their thoughts/opinions on each of the quotes. They may start with identifying who the speaker is and providing some context. Students should also consider the connotations of key words and the thoughts and feelings they bring to the text (these have been highlighted in bold).

As students move from one station to the next, they add to the notes made by their peers. Once you have completed the task, use the notes made on each sheet of paper to spark a class discussion.



This task could take a whole lesson, if you don't have a lot of time, just get students to rotate between 2-3 of the stations. Perhaps use an online countdown and project this so students can use their time wisely.



4. SHARE

Creative Letter Writing

Ask students to reflect on the hunting incident with Ralph.

Ralph is a **recreational trophy hunter** and this is both illegal and legal in many parts of the world, depending on the country and animal. In Alaska, it is a big part of the tourism industry, as well as a practice undertaken for centuries by many indigenous peoples for survival. This practice is called **subsistence hunting**. As with all complex issues surrounding animal rights — there are many perspectives to consider.

Imagine you are Sky, write a letter to Ralph explaining your point of view and stance on hunting. Aim to include a few examples to support your points, this may require you to look into the laws and types of hunting in Alaska. Read the definitions in the **Glossary** of **Animal Rights Advocate** and **Animal Welfarist** and consider which one you think Sky would align herself with. This should help you when thinking about what to write.

Consider the following in your letter:

- A salutation or greeting;
- An introduction about yourself (Sky);
- Tone how will you inform him of your views in a nonconfrontational way?
- A letter should be formal. Think carefully about the vocabulary you choose to use and what message this is sending;
- Clear paragraphs;
- Examples to support your ideas;
- A sign off.

TEACHER TIP 💉

This task would make a good homework project. Voiceless would love to read your student's letters – please send a copy to education@voiceless.org.au, and if it's appropriate we will publish it.

5. REFLECT

Difficult Questions – Difficult Answers

Ask students to reflect on the following excerpt from the novel.

At the festival with Melody, after finding out the truth about her father, Sky laments:

'Why is there so much cruelty? I can't understand how people can do it.' I bite my lips as tears well. 'Do they not know animals feel? How can they not? Why would people feel but not animals?' (pq. 141)

In the novel, Melody responds by explaining that you cannot 'abracadabra the world the way you want it.' Sky is concerned about the cruelty towards animals because animals are sentient creatures.

 How would you respond to Sky's questions? Write a 250-word response – aim to include the words 'ethics' and/or 'morals' and 'sentience' in your response. See the Glossary for definitions.

6. EXTENSION

There has been much debate recently over the killing of fishes, wolves, bear, caribou and other animals in Alaska.

Read the following news articles to find out more about what has been happening:

- New York Times: Alaska hunter who killed cubs in bear den gets 3 months in jail.
- Daily News Minor The Voice of Interior Alaska: Three sentenced for illegal hunting, wolf poisoning at remote Alaskan lodge.
- The laws of hunting are very complex in Alaska, as they
 are in many parts of the world. What do you think?
 What are your thoughts and opinions on the topic after
 having read these articles? Refer to the Glossary terms;
 animal rights and animal welfare, as these may help to
 determine your views.

Further Extension

The articles above would be considered cases of animal cruelty, according to an **Animal Rights Advocate**. Animal cruelty can be difficult to understand and measure. Explore the **Voiceless Animal Cruelty Index (VACI)** to learn more about animal cruelty and how it has been measured around the world.

Find it at www.voiceless.org.au/vaci



Relationships with animals and the environment

The key characters of the novel have close relationships with the environment and/or animals. Complete the following table – use the modelled answer to help you write your own responses.

Character	Describe their relationship with animals/environment
Sky	
Adam	
Jaxon	e.g. Jaxon has worked for the Anchorage Visitor Bureau, as a horseback guide in the Chugach Mountains, and as a researcher at the national parks studying wolf populations which live close to the towns. He enjoys spending time in the great outdoors, especially camping. Jaxon has a clear love for animals, and really wants to be able to see Kangaroos in the wild. Although, unlike Sky, he is okay with recreational hunting.
Melody	
Ralph	



Marketplace Statements

'Oliver still eats **free-range** eggs and drinks **organic** milk, and Lucy is crazy for steak and burgers but wants to cut down. It's all okay. I know everyone is on their **own path** and everyone has to start somewhere.' (pg. 41)

'I look at the picture—a teen girl, long brown hair and fair skin, in camouflage gear, holding a bright pink gun. She's **smiling proudly**. I can't bear to linger on the **huge dead** boar by her feet, **tongue hanging** from his mouth.' (pg. 91)

'Humans have always **hunted**. We're part of the **food chain**, and animals eat other animals. That's just the way of nature. The **cycle of life**.' (pg. 135)

'I teach my clients how to use the whole animal, from top to toe, but even if the hunter doesn't listen, the **remains** are given to other families. And when I hunt, I only do it in the most **humane** way.' (pg. 136)

'I'm crouched beside the moose and all I hear is the sounds of his breath and my own. His eyes are open, but he's not moving. There's a **pool of red** on the white snow. I put my hand out to try and stop the flow. It's hot and I pull back in **fright**.' (pg. 196) 'Now listen here, young lady. This is my friggin' day. I paid through my teeth to have your father with me. Dang it. I'm going to take that **trophy** home.' (pg.196)

'You're an idiot. And, anyway, it's not humane,'
Ralph says. 'You taught me that: The objective of
every conscientious hunter is to kill the animal as
quickly as possible.' Then he kneels down on one
leg and raises the rifle to his armpit.' (pg. 197)

'I don't know if you know, but hunters actually help **conserve** animals, giving hundreds of millions of dollars through taxes on equipment, fees, licences and whatnot. Recently, the Department of Fish and Game helped reintroduce wood bison. And Steph told me that hunting in the US really saved species like elk and deer...' (pg.201)

'Animals aren't **things** ... just **stuff** for us to use. Their lives are ...' I stop to think. 'They are just as meaningful to them as our lives are to us.' (pg. 202)

'The Lodge will pick it up—him up—' Adam corrects himself, 'on their trailer, process him and donate the meat to one of the charities in town who'll distribute it to people in need, the elderly, homeless folk ... That's what we often do with meat not taken home by the hunters.' (pg. 205)



Focus Area 2: Families and Forgiveness

Australian Curriculum Alignment

Learning Area	English
Year Level	Year 7
General Capability	 Literacy Critical and Creative Thinking Personal and Social Capability Ethical Understanding Information and Communication Technology Capability Intercultural Understanding
Language Modes	Reading / Writing / Speaking / Listening
Strand	 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	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) Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619) 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) Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621) Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) 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) Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722) 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)

(ACELA1763)

 Writing structured paragraphs for use in a range of academic settings such as paragraph responses, reports and presentations

(ACELT1619)

 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

(ACELT1620)

 Comparing personal viewpoints on texts and justifying responses in actual and virtual discussions

(ACELT1621)

- 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

Elaborations

(ACELT1625)

- Using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation
- Creating chapters for an autobiography, short story or diary

(ACELY1804)

 Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations

(ACELY1722)

Inferring the tone and emotional intent of a character in dialogue in a narrative

(ACELY1725)

 Compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories

Sustainability

Cross-Curricular Priority

World Views

Ol.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability

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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, Snow.
- Formative and summative assessment tasks have been incorporated and can be modified where required.

Target

Mixed ability class with extension tasks.

Unit Focus

Question the power of language and communication.

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

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

RESOURCES

Snow by Ondine Sherman

Focus Area 2 – Compare and Contrast Worksheet Pg. 17 Glossary (selected words appear in **bold)** Pg. 41 Quizlet (available online)

Download from: www.voiceless.org.au/schools

Other Resources

Mindmup, www.mindmup.com

SUGGESTED LEARNING ACTIVITES

This focus area refers to a range of chapters.

INQUIRY QUESTIONS

- In what ways can works of fiction communicate lessons about family and forgiveness?
- To what extent are friends/family required to support us in overcoming difficulties?



1. STARTER

Mind Mapping Relationships

Students to create a mind map of the relationships in the novel. If you do have access to laptops/computers then instruct them to use Mindmup to create their maps. If not, students can complete this task in their books.

Students should consider both Sky and Jaxon's families.

Extension: Students to provide quotations from the text to support their ideas.

2. EXPLORE

Compare and Contrast

Once students have spent some time creating a mind map of the relationships, they are to complete a comparison of both Sky and Jaxon's families.

Complete the **Compare and Contrast** worksheet.

3. DISCUSS

Families and Forgiveness

Facilitate a class discussion on the following points:

- It could be said that Sky is sometimes not very kind to her father – what do you think? Are her actions justified? Why/Why not?
- Sky does not agree with her father about hunting this fractures their ability to communicate – especially when Sky flees Anchorage to find Melody, after finding out the truth about Adam's profession.
- Do parents and children always need to agree?
- Sky learns the truth about her family's past in fragments

 how do you feel about this is it okay for parents to
 conceal the truth?

- Jaxon's father has become an alcoholic after the death of his wife. What do you think of the way Jaxon deals with this situation?
- For the first half of the novel, Sky is upset with Melody and their communication is not great. How does Sherman set up divisions between the adult world and the world of a teenager?
- Sky finds it difficult to accept both her father's profession and his absence in her life. Does forgiving her father mean she has to agree with his life choices?
- The truck driver, Ted, advises Sky that, "Nobody's perfect... You'll realise that one day... You have to take the good with the bad." (pg. 107) How does this connect to the idea of forgiveness and family?

4. SHARE

Creative Task

Choose ONE of the creative tasks below to complete – then share your response with a peer who completed a different task. (Students to read or perform their work) 250-300 words.

- a. Imagine you are Adam compose a dramatic monologue, outlining your reasons for not telling Sky the truth.
- b. Imagine you are Doug write a letter to your son, Jaxon, with the aim of rebuilding your relationship.
- c. Imagine you are Melody write a journal entry which explains how you feel about the situation with Sky.

5. REFLECT

Headlines

Students to devise a headline to capture the essence of the focus area: Family and Forgiveness.

This routine draws on the idea of newspaper-type headlines as a vehicle for summing up and capturing the essence of an event, idea, concept, topic, etc. The routine asks one core question:

 If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?

Refer to Harvard's Visible Thinking Routines at **www.visiblethinkingpz.org** for more information.

6. TAKING IT FURTHER / EXTENSION

Use the notes made in the **Compare and Contrast worksheet** to assist students in writing an extended response or PEEL paragraph (Point/Example/Explanation/Link) on the following question:

Compare and contrast the characters of Jaxon and Sky. To what extent do they need the support of those around them in order to overcome difficulties?

Provide textual analysis to support your ideas.

Compare and Contrast

Sky	Jaxon
Family circumstances:	Family circumstances:
How does Sky cope with the difficulties she is presented with? What is her attitude?	How does Jaxon cope with the difficulties he is presented with? What is his attitude?
How would you describe her relationship with her father?	How would you describe his relationship with his father?
Quotations - Can you find 2-3 quotations from the text	Quotations - Can you find 2-3 quotations from the text
to support your ideas?	to support your ideas?



Focus Area 3: The Rebellious Hero

Australian Curriculum Alignment

Learning Area	English
Year Level	Year 7
General Capability	 Literacy Critical and Creative Thinking Ethical Understanding Personal and Social Capability Information and Communication Technology Capability Intercultural Understanding
Language Modes	Reading / Writing / Speaking / Listening
Strand	 Language – Language for Interaction – Text Structure and Organisation Literature – Responding to Literature Literacy – Interacting with Others / Creating Texts
Content Description	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) Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531) 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) Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621) 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) 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) 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)

(ACELA1782)

- 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

(ACELA1531)

 Learning about the structure of the book or film review and how it moves from context description to text summary and then to a text judgment

(ACELT1620)

- Exploring concepts about the criteria for heroism and testing these criteria in a range of texts, including more complex ones where the hero may be flawed
- Comparing personal viewpoints on texts and justifying responses in actual and virtual discussions

(ACELT1621)

 Exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed

(ACELY1719)

Identifying, discussing and interpreting ideas and concepts that other individuals and groups value

(ACELY1804)

- Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations
- Using effective strategies for dialogue and discussion in range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, clarifying and rephrasing comments of others
- 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

(ACELY1725)

- Compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories
- Writing and delivering presentations with specific rhetorical devices to engage an audience

Sustainability

Systems

Ol.3 - Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems

World Views

Cross-Curricular Priority

Elaborations

Ol.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability

Futures

Ol.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

01.7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments

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).

FOCUS AREA 3: THE REBELLIOUS HERO Voiceless.org.au | 20

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; Snow, as the primary resource. Students will explore a wide range of themes including; animal protection, family, forgiveness, rebellion, heroism, truth and the power of language. Students will follow the protagonist, Sky, to Alaska, where she must navigate the difficulties of family, adolescence and the wilderness. The key concept of this unit is 'communication' and students are asked to critically examine the importance of communication on both a private and public level. Students will also consider personal and global perspectives on a range of topics. 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, Snow.
- Formative and summative assessment tasks have been incorporated and can be modified where required.

Target

Mixed ability class with extension tasks.

Unit Focus

Question the power of language and communication.

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

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

RESOURCES

Snow by Ondine Sherman

Focus Area 3 - Sky's Journey Worksheet Pg. 23 Glossary (selected words appear in **bold)** Pg. 41 Quizlet (available online)

Download from: www.voiceless.org.au/schools

Other Resources

Craig Batty, Are you monomythic – Joseph Campbell and the Hero's Journey, The Conversation, 2014, www.theconversation.com

Greta Thunberg, School strike for climate – save the world by changing the rules, TED Talk, 2018, www.ted.com

Greta Thunberg and Jonathan Watts, Greta Thunberg, schoolgirl climate change warrior: Some people can let things go, I can't, The Guardian, 2019, www.theguardian.com

Mathew Winkler, What Makes a Hero, TED-Ed, www.ed.ted.com

Steps for Writing an Opinion Piece, YouTube, 2015, www.youtube.com

SUGGESTED LEARNING ACTIVITES

This focus area refers to a range of chapters.

INQUIRY QUESTIONS

- Can ordinary people be heroes?
- Can one person make a difference?

1. STARTER

Heroes and Heroines

- Can you write your own definition of a hero/heroine?
- What qualities or traits might a hero or heroine have?
- Who do you consider to be a hero/heroine? Give examples from literature, film, real world events, personal heroes.
- Have you ever done anything that might be considered heroic?



FOCUS AREA 3: THE REBELLIOUS HERO Voiceless.org.au | 21

2. EXPLORE

The Hero's Journey

- 1. Quick fire research
 - Who was Joseph Campbell?
 - What areas was he interested in?
 - What can you find out about the 'Hero's Journey'?
- Now watch the TED-Ed video 'What Makes a Hero', by Mathew Winkler, as a class (4.33 minutes). Perhaps watch this twice, asking your students to note down the stages of the hero's journey in the second viewing. Pause the video at 0.59 seconds to see the stages.
- 3. Students complete the worksheet **Sky's Journey**.



Additional reading for teachers: 'Are you monomythic – Joseph Campbell and the Hero's Journey'. www.theconversation.com/au

Suggestions

Below are some points to raise with your students for each of the 12 stages of the Hero's Journey.

- Status Quo Sky is an ordinary teenager who is thrust into new and challenging circumstances following the death of her mother, a new school and then the prospect of meeting her father, who has been absent in her life until this point.
- 2. Call to Adventure Sky is called to Alaska. The adventure is a personal one; to meet her father for the first time. The Alaskan wilderness, and what she will witness there, is also part of this adventure.
- Assistance There are a number of people who assist Sky in her adventure. The voice of her mother, Jaxon, Melody and her father – Adam.
- 4. **Departure** Sky crosses the threshold into a new land from rural, small town Australia to the **wildness** of Alaska. She also makes a brave **departure** from her father's home in Anchorage to the Denali National park, where she faces her ultimate fear a hunter.
- **5. Trials** Sky is faced with a number of **trials**, including; the forging of new relationships, the struggles of

- accepting other people's values and ways of life, as well as the trial of forgiveness.
- 6. Approach Sky's greatest fear in this novel is the death of innocent animals. When she approaches the hunter, Ralph, and witnesses the moose being shot, she must face this fear head on.
- 7. Crisis Sky has a near death experience when she courageously attempts to stop Ralph from killing the moose. From this crisis point onwards, she becomes closer to her father, who forgoes his reputation and monetary payment from Ralph, in support of his daughter.
- 8. Treasure/Recognition Sky's treasure or recognition is the inner pride she gets for staying true to herself and her beliefs despite the dangerous situation.
- Result It could also be said that the treasure and result she receives is the development of a stronger bond between father and daughter.
- **10. Return** Sky **returns** to her ordinary life in Australia after the events which unfold.
- 11. New Life Sky is forever changed due to her actions and the actions of those around her. Her father will accompany her back to Australia a new life for both father and daughter.
- 12. Resolution Not all the plot lines are resolved. Sky is still trying to accept her father's occupation/views and the reader is yet to know of what their new journey in Australia will bring. Despite this, she has overcome a variety of significant challenges.

3. DISCUSS

Sky. Rebellion and Heroic Status

Facilitate a class discussion on the following:

- What rebellious acts does Sky commit? Are these right, wrong, or somewhere in between?
- Sky's rebellious choices put her in danger. Are rebellious acts always wrong?
- To what extent can Sky be viewed as a heroine?
- Think about Greta Thunberg In August of 2018, when she was just 15 years old, she decided to not go to school in order to protest government inaction over climate change. This rebellious act sparked much interest worldwide, and in turn, a global movement to bring more awareness about climate change. Listen to one of the many speeches she has given around the world where she advocates on behalf of the environment.



- Students watch: Greta Thunberg: School strike for climate – save the world by changing the rules.
- How is Greta an example of a heroine?
- What is courageous about Greta?
- Would you consider her a heroine? Why/Why not?
- Can you make any comparisons between the fictional character of Sky and Greta?
- · Greta says:
 - "People keep doing what they do because the vast majority doesn't have a clue about the actual consequences of our everyday life, and they don't know that rapid change is required."
- What do you think she means by this?
 She finishes with this statement:
 "We can't save the world by playing by the rules, because the rules have to be changed. Everything needs to change and it has to start today".
- · Discuss this call to action.

4. SHARE

Unsung Heroes

Many people advocate for things they believe should change. This is called **social justice activism**.

Research one of the following hero/heroines' of animal protection.

- · Peter Singer;
- · Jane Goodall:
- Wayne Pacelle;
- · Karen Davis;
- Gene Baur;
- · Lek Chailert:
- Margaret Murie;
- · Steven M. Wise;
- · Harriet Hemenway;
- · Dian Fossey.

Or another of your choosing.

Students respond to the following points:

- What role have they played in the life of animals?
- What is/was their quest in this regard?
- Where do they/have they worked?

- · Did they face any opposition? Perhaps this is ongoing?
- Would you consider this person a hero/heroine? Why/ Why not?

Students to share their research during class time. This could be in the form of a short speech presented to a partner, or to a larger audience.



This would make a great homework task!

5. REFLECT

Stand up

Standing up for what you believe in and striving to make a difference can be difficult.

- Is there a cause that you believe in, or a concern/issue that you are passionate about?
- Why are you passionate about this cause/concern/issue?
- Even if it is small steps, what can you do to raise awareness about the cause/concern/issue?

6. TAKING IT FURTHER / EXTENSION

Writing

Students to compose an opinion piece about the issue they wrote about in the reflection task.

Refer to 'Steps for Writing an Opinion Piece' for some pointers. YouTube, 2015, www.youtube.com

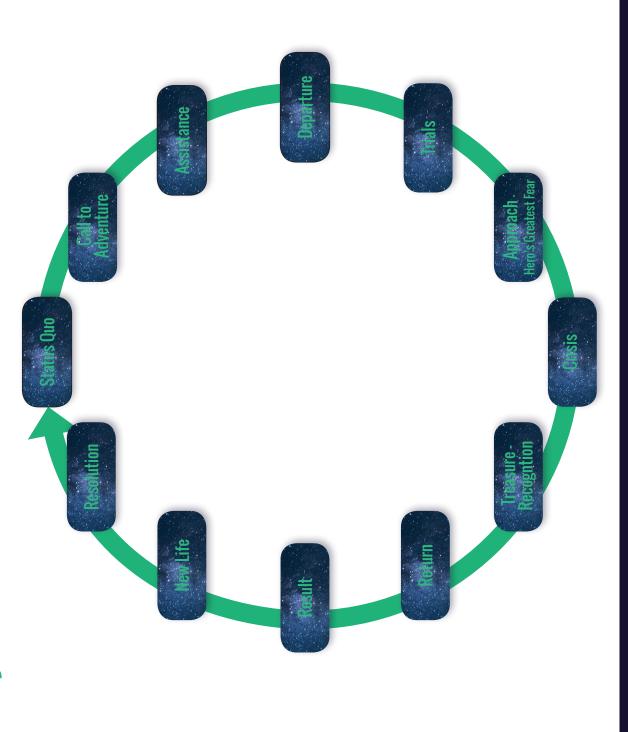
Additional Reading

'Greta Thunberg, schoolgirl climate change warrior: 'Some people can let things go, I can't.'



Sky's Journey

the hero's journey? Write brief explanations next to each of the stages to track her adventure. Can you track Sky's experiences in the novel by using Joseph Campbell's 12 stages of





FOCUS AREA 4: TRUTH SPEAKING voiceless.org.au | 24

Focus Area 4: Truth Speaking

Australian Curriculum Alignment

Learning Area	English
Year Level	Year 7
General Capability	 Literacy Critical and Creative Thinking Ethical Understanding Personal and Social Capability Information and Communication Technology Capability Intercultural Understanding
Language Modes	Reading / Writing / Speaking / Listening
Strand	 Language – Language for Interaction / Text Structure and Organisation Literature - Literature in Context / Responding to Literature Literacy - Interpreting, Analysing, Evaluating / Creating Texts
Content Description	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) 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) Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619) 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) Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621) Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803) Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721) Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726) Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)



FOCUS AREA 4: TRUTH SPEAKING voiceless.org.au | 25

(ACELA1782)

- · 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

(ACELA1763)

- Analysing the structure of media texts such as television news items and broadcasts and various types of newspaper and magazine articles
- Writing structured paragraphs for use in a range of academic settings such as paragraph responses, reports and presentations

(ACELT1619)

 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

(ACELT1620)

Elaborations

· Comparing personal viewpoints on texts and justifying responses in actual and virtual discussions

(ACELT1621) + (ACELT1803)

 Exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed

(ACELY1721)

- 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

(ACELY1726)

Using collaborative technologies to jointly construct and edit texts

(ACELY1728)

 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

Sustainability

Cross-Curricular Priority

World Views

Ol.4 - World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability

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

Futures

01.7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments

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FOCUS AREA 4: TRUTH SPEAKING Voiceless.org.au | 26

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; Snow. as the primary resource. Students will explore a wide range of themes including; animal protection, family, forgiveness, rebellion, heroism, truth and the power of language. Students will follow the protagonist, Sky, to Alaska, where she must navigate the difficulties of family, adolescence and the wilderness. The key concept of this unit is 'communication' and students are asked to critically examine the importance of communication on both a private and public level. Students will also consider personal and global perspectives on a range of topics. 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, Snow.
- Formative and summative assessment tasks have been incorporated and can be modified where required.

Target

Mixed ability class with extension tasks.

Unit Focus

Question the power of language and communication.

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

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

RESOURCES

Snow by Ondine Sherman

Focus Area 4 - Truth or Lies Worksheet Pg. 29

Glossary (selected words appear in bold) Pg. 41

Quizlet (available online)

Truth in Labelling – What's in a Label?, Voiceless, 2018 (www.voiceless.org.au)

What is ag-gag?, Voiceless, 2015

Download from www.voiceless.org.au (www.voiceless.org.au)

Other Resources

Canva, www.canva.com.

Will Potter, The shocking move to criminalize nonviolent protests, Ted Talks, 2014, www.ted.com

SUGGESTED LEARNING ACTIVITES

This focus area refers to a range of chapters.

INQUIRY QUESTIONS

- How can telling the truth be a powerful act?
- Why is it necessary for consumers to know the truth regarding the source, content, and production of their food?



FOCUS AREA 4: TRUTH SPEAKING Voiceless.org.au | 27

1. STARTER

Truth Telling

The novelist, George Orwell once wrote:

"In a time of deceit telling the truth is a revolutionary act."

Students to write down this quotation in their books and answer the following questions:

- 1. Write down 3 synonyms for 'deceit'.
- 2. What do you think a 'revolutionary act' could be?
- 3. Can you think of some times throughout history where this quote could be applied?
- 4. List examples from the novel where characters do not tell the truth.
- 5. Can you think of any examples from the novel which could be considered a 'revolutionary act?'

2. EXPLORE

Secrets

Throughout the novel, there are numerous instances where characters conceal the truth from one another. However, these secrets all have consequences which result in awkward situations, fractured relationships, and poor communication between the characters.

Students to complete the **Truth or Lies Worksheet**.

Extension

Students to take the work completed in the worksheet and turn it into an extended response or PEEL (Point/Example/Explanation/Link) paragraph.

3. DISCUSS

Discuss the following statements with your students:

- Is it ever okay to lie?
- Are there ever instances where secrets are sometimes necessary?
- Is 'concealing the truth' just a euphemism for lying?
- Do you think the novel includes a moral or lesson regarding 'truth'?

The concealment of truth happens on a daily basis. Think about advertising or the news — are you always shown the truth? Or, is it edited/manipulated to show a particular point of view or to push an **agenda**?

One issue that is currently gaining media and public attention, is the truth behind food.

Ouick Discuss:

- Do you know where (source) your food comes from?
- How do you know?
- What are some reasons people might need to know exactly what is in their food (link to Sky's dietary choices i.e. veganism as well as; vegetarianism, allergies, religious reasons, and so forth)
- Do you read the labels on food packaging?
- How do you know if what you are reading is truthful?
- For you personally, how important is it for you to know:
 - a. the source of your food;
 - b. the contents of your food;
 - c. how your food was produced.

Direct students to the Voiceless 'Hot Topic' webpage: Truth in Labelling – What's in a Label?

Read this together as a class and then discuss the following points in a class discussion.

- 1. What is the topic being discussed?
- 2. What truth/s are being concealed?
- 3. Voiceless believes a nationally consistent approach to labelling is the best approach what suggestions are given to ensure this happens?



You might like to print this article for students so they can highlight and make their own notes as you read together.



FOCUS AREA 4: TRUTH SPEAKING Voiceless.org.au | 28

4. SHARE

Visual Literacy – Campaign for Truth

Students to design a campaign poster using Canva to both inform and encourage your peers to ask questions and seek the truth about what's in their food (contents), where it comes from (source), and how it has been produced (production).

Consider the following:

- · A slogan or memorable catch phrase;
- Visual literacy techniques font, layout, symbolism, colour, salient;
- Target audience your peers;
- A call to action.



Canva has a range of useful templates for students – search 'Campaign Poster' to locate these.

5. REFLECT

Reflecting the Truth

Students to write a short 200-word reflection on the inquiry questions:

- How can telling the truth be a powerful act?
- Why is it necessary for consumers to know the truth regarding the source, content, and production of their food?

6. EXTENSION

Are there students in your class who are interested in the laws and secrecy surrounding the food/animal industries?

- Direct students to read about ag-gag laws are and what they mean for animals.
 What is ag-gag?
 Find this at voiceless.org.au
- Follow this up by listening to Will Potter discuss 'The shocking move to criminalize nonviolent protests'. (Approx. 4.30 minutes)
 Find this at www.ted.com

Truth or Lies?

Complete the following table – you will need to use your copy of *Snow* to find textual examples to support your ideas. Some of the worksheet has been started for you.

Point / Statement	Example - Quotation	Explanation - Analysis
Adam conceals the truth about his job from his daughter Sky.	"Lodge? Hunting? He must have got the wrong person. I study my father's face. He's turned pale."	When Sky discovers that her father is a tracker, who assists hunters in locating wild animals to shoot, she is utterly shocked. Sherman's use of the repeated rhetorical questions when Sky internalises; 'Lodge? Hunting?', demonstrates the disbelief that her father could be involved in such activities. Furthermore, the action and symbolism of Adam's face turning 'pale' reveals his guilt at not having told his daughter the truth earlier.
Sky finds it difficult to accept that her father has kept the truth from her.		



Focus Area 5: The Power of Language

Australian Curriculum Alignment

Learning Area	English
Year Level	Year 7
General Capability	 Literacy Critical and Creative Thinking Ethical Understanding Personal and Social Capability Information and Communication Technology Capability Intercultural Understanding
Language Modes	Reading / Writing / Speaking / Listening
Strand	 Language – Language Variation and Change / Language for Interaction Literature – Literature in Context / Responding to Literature / Examining Literature Literacy – Interacting with Others / Interpreting, Analysing, Evaluating / Creating Texts
Content Description	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528) 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) Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619) 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) Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621) Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803) Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623) 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)

Content description

Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)

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)

Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)

(ACELA1528)

 Investigating changes in word use and meaning over time and some of the reasons for these changes, for example the influence on spelling and vocabulary of new forms of communication like texting, emoticons and email

(ACELA1782)

- 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

(ACELT1619)

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

(ACELT1620)

- · Establishing forums for discussing the relative merits of fiction and film texts
- Comparing personal viewpoints on texts and justifying responses in actual and virtual discussions

(ACELT1621) + (ACELT1803)

 Exploring ethical issues in literary texts drawing on a range of examples from the texts to illustrate and substantiate the views expressed

(ACELT1623)

 Experiencing the sound and rhythm of poetry, and using metalanguage, for example 'refrain' and 'chant', to discuss the layers of meaning that are created

(ACELY1719)

 Identifying, discussing and interpreting ideas and concepts that other individuals and groups value

(ACELY1721)

Identifying the purpose and possible audience for a text

(ACELY1723)

 Identifying cause and effect in explanations and how these are used to convince an audience of a course of action

Elaborations

(ACELY1725) Compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories **Elaborations** (ACELY1726) Using collaborative technologies to jointly construct and edit texts **Sustainability World Views** 01.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to Crossindividual and community actions for sustainability Curricular **Priority Futures** 01.6 - 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. 01.7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to

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explore and understand environments

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, Snow.
- Formative and summative assessment tasks have been incorporated and can be modified where required.

Target

Mixed ability class with extension tasks.

Unit Focus

Question the power of language and communication.

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

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

RESOURCES

Snow by Ondine Sherman

Focus Area 5 - Language Techniques Worksheet Pg. 37 Glossary (selected words appear in **bold)** Pg. 41 Quizlet (available online)

Download from: www.voiceless.org.au/schools

Other Resources

Eleanor Wilner, Reversing the Spell: New and Selected Poems, 'Hunting Manual', (Copper Canyon Press, 1998), www.poetryfoundation.org

Elizabeth Bishop, North and South, 'The Fish', (Houghton Mifflin, 1946), www.poets.org

Gary Snyder, Regarding Wave, 'Long Hair', (New Directions Books, 1967), p.65

We Humans: 20 words that once meant something very different, Ideas Ted, 2014, www.ideas.ted.com

SUGGESTED LEARNING ACTIVITES

This focus area refers to a range of chapters.

INQUIRY QUESTIONS

- How and why do writers use poetic devices to explore universal issues?
- Why is it necessary to consider how we use language when referring to animals?

1. STARTER

Language Basics

Students identify the language techniques in a number of examples from the novel. Refer to **Focus Area 5 Language Techniques Worksheet.**



2. EXPLORE

Poems about Hunting

Divide the class into two – and distribute each group ONE of the poems below.

- · 'The Fish' by Elizabeth Bishop
- · 'Hunting Manual' by Eleanor Wilner

Students read the poem and then in small groups of 3 discuss the following points. Perhaps give students 15-20 minutes to read and discuss. Encourage students to make notes on their copies of the poem.

- What is happening in this poem?
- What are your impressions of the poem?
- Is there a message or lesson in the poem, if so what is it?
- Can you identify any poetic techniques used by the poet?
 Try to find at least 4-5. Discuss these in groups and annotate your copy of the poem accordingly.
- What do you learn about the nature of hunting in this poem?

Partner Up

- Students to partner up with someone who has discussed the alternative poem.
- Spend 10-15 minutes teaching one another about the poem they have read, annotated and discussed.

Optional Extension Poem

'Long Hair' by Gary Snyder.

3. DISCUSS

Using Gendered Pronouns

For this task students are to refer to the conversation between Sky and her father, Adam, after the hunting incident. See the excepts below and read this together with your students

'My father takes my other hand in his. 'I don't think **it's** suffering.' 'He's not an **it**,' I retort, looking at my father for the first time. 'Animals aren't **things** ... just stuff for us to use. Their lives are ...' I stop to think. 'They are just as meaningful to them as our lives are to us. Don't you get it?' I shake my head. 'Don't you believe they have souls?' A shaft of light appears between the clouds and illuminates

the moose's face. And, just then, like a sign from above, his eyes open. I gasp without meaning to, and my father grips my hand tighter. The sunlight moves and suddenly the moose's eyes close. 'Did you look into his eyes?' I say. 'There's a whole world in there. Just like us. I know there is.'

'...His spirit is gone. Now there's just a body. This is why it's wrong. You killed **somebody**, not **something**'. (pp. 202-203)

So how should we talk about animals?

The discussion about how we refer to animals is a tricky one. Many would argue that it is acceptable to call a moose an 'it'. However, it is more complicated than one would imagine.

Ask students to complete the following questions and then have a class discussion on some of the issues raised.

- What is Sky's point of view in these extracts?
- Ask students to write down a list of things they would consider an 'it' or a 'thing'.
- Is the list made up of non-living entities?
- Is it offensive to refer to a human being as an 'it' or 'thing' – why/why not?
- How would you personally feel if you were referred to in this way? (Note that some people prefer non-gendered language such as 'they', 'them' and 'it' – this is all a matter of individual choice).
- What do you call your pet? He, she, it?
- Which are you more likely to use and why?
 - a. This is my dog, Heathcliff, **he** loves to run around at the park.
 - b. This is my dog, Heathcliff, **it** loves to run around at the park.
 - c. Look at the caribou near the cedar tree, it's huge.
 - d. Look at the caribou near the cedar tree, she's huge.
 - e. The female wolf guarded her cubs.
 - f. The female wolf guarded its cubs.
- Optional: What about languages other than English, how are animals referred to in French, Spanish or Chinese for example?

TEACHER TIP 🔻

Remind students that there is not necessarily a right or wrong answer to the questions above. What is more important here is the nature of the discussion — to provoke critical thinking on how we use language. Point out to your students that language is constantly evolving. What may have been okay to use 100 years ago is sometimes not okay to use now.

Unit Reflection

Students are asked to complete the following questions by reflecting on the unit as a whole.

- 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?

Follow up article

Ted Ideas: We Humans - 20 words that once meant something very different.

Find this at: ideas.ted.com

4. SHARE

Essay Writing – Summative Task

Below is a set of options for essay questions:

- a. How does Ondine Sherman explore the theme of animal protection in her novel **Snow**?
- b. Discuss the theme of animal protection in the poetry of Elizabeth Bishop or Eleanor Wilner.
- Compare and contrast the treatment of animals in the poetry of Bishop/Wiler and the novel **Snow** by Ondine Sherman. (comparative essay – extension)

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 *Snow*, look out for the next book in the series, *Star* – coming soon.

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.

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

5. REFLECT

Reflecting on Language

Students write a 250-word response to the following statement:

Language has the power to affect how we think and talk about important issues.

Complete the following table which focuses on language techniques.

Effect/Analysis: Consider why the author has used this technique and what effect it has on the reader. Think about the image it creates in your mind. You may need to go back and read the sentence/s before or after the quotation for more context.

Effect/Analysis				
Technique		Similie	Hyperbole	
Quotation	'red curls spilling like a dozen octopuses.' (pg. 1)	'I've been through enough to know life isn't so dreamy. It's rough as dirt and there are no certainties.' (pg. 4)	'It's literally going to be minus a billion degrees.' (pg. 4)	'I'm on an emotional roller-coaster way bumpier than any plane turbulence and there's no exit row, inflatable slide or oxygen mask.' (pg. 6)



Focus Area 5 - The Power of Language
James James

	Onomatopoeia			
'I take a moment to look around and can't help but smile: this is a living fairy-tale, an illustration from a storybook.' (pg. 45)	'I'm almost in a trance, trudging along behind them, my breath making clouds, snowsuit whooshing rhythmically in time with my steps.' (pg. 49)	'He's no longer the excited puppy dog, more like a pound dog, scared and sad'. (pg. 76)	'A too-familiar feeling bubbles in my stomach: the soup of sadness.' (pg. 81)	'One of the men spots me, points, slaps the other on the back and then they all turn to look. I feel their eyes bore into me, predator like, and my skin prickles.' (pg. 95)

ASSESSMENT voiceless.org.au | 40

Assessment

Australian Curriculum Alignment

Learning Area	English
Year Level	Year 7
	Receptive modes (listening, reading and viewing)
	By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.
	Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.
Achievement Standards	Productive modes (speaking, writing and creating)
	Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.
	Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

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).



ASSESSMENT voiceless.org.au | 41

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 Tasks

Students can select one of three creative tasks including; a dramatic monologue, a letter or a journal entry.

Refer to **Focus Area 2 – Families and Forgiveness**, for more information on this task.

Formative Assessment 2

Research Task - Unsung Heroes

Research one hero/heroines of animal protection and present this to the class in a short speech.

Refer to **Focus Area 3 – The Rebellious Hero**, for more information on this task.

Formative Assessment 3

Visual Literacy - Campaigning for Truth

Students design a campaign poster to both inform and encourage people to ask questions and seek the truth about the source and contents of their food.

Refer to **Focus Area 4 – Truth Speaking**, for more information on this task.

Formative Assessment 4

Reflection – Assessing the ability to reflect.

All 5 focus areas have a reflection component which could be used as a formative refection assessment.

Summative Assessment

Essay Writing - Students to compose an analytical essay on the theme of animal protection and how this is presented in the novel.

This could be modified to use as a formal school assessment task – with students completing the task at home, or under timed conditions in class, and marked by the teacher.

Refer to **Focus Area 5: The Power of Language**, for more information on this task as well as specific essay questions.

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





Vocabulary	Definition
Agenda	A person or entity's motivation or intention.
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.
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.
Call to action	A statement, advertisement or instruction which encourages someone to do something, or to act in a certain way.
Deceit	To mislead or conceal the truth.
Dramatic monologue	A poetic reading or performance of a character's thoughts and feelings as though they are alone.
Environmental conservation	Actions that seek to preserve the state of the planet, including the management of natural resources and the protection of the natural environment.
Ethics	The moral principles which determine how a person conducts themselves.
Ecosystem	A community of biological and non-living components interacting as a natural system.
Epigraph	A short quotation or inscription at the start of a text, or chapter of a novel, which may imply its theme.
Euphemism	A phrase or word used in place of another which would be considered more unpleasant.
Humane	To be kind and compassionate towards others, particularly those who may be suffering.





Intact	Something which remains complete, undamaged or untouched.
Lament	An act or expression which conveys an intense form of grief or sorrow.
Morals	The individual values that a person holds in relation to what that person feels is right or wrong.
Non- confrontational	A peaceful and level-headed approach to a situation or conversation.
Paradox	A contradictory statement or expression.
Recreational hunting	The act of pursuing and killing animals for sport.
Recreational trophy hunting	The act of pursuing and killing animals for sport, with the purpose of keeping the body or bodily parts for display.
Revolutionary	An act, person or idea, which rebels against the norm and/or brings about significant change.
Sentience	The ability to perceive and feel things, such as pleasure and pain.
Social Justice Activism	Efforts to change political or social issues through public protest or action.
Subsistence hunting	The act of pursuing and killing animals for the purpose of obtaining food for the hunter and their family and/or community.
Untrammelled	Not to be confined or controlled in any way.
Veganism	The practice of abstaining from anything which involves the use of animals for human purposes, especially food and clothing derived from animal bodies.
Voiceless Animal Cruelty Index	An index used to measure the animal welfare performance and levels of animal cruelty across fifty countries.