

Teacher's Notes

Snow

by Ondine Sherman

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ISBN 9780648508427

Recommended for ages 12–15 years

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www.voiceless.org.au/schools



ABOUT THE BOOK

Sky is travelling to Alaska to meet her father for the first time.

Far away from her friends back in Australia, she navigates the new relationship with her father and meets Jaxon, a local boy struggling with his own problems. In a cold, vast and beautiful place, they are isolated except for the wild animals who live there.

As Sky gets to know her father, she finally feels she has a chance of having a real family again. But her father has a secret that threatens everything Sky holds dear. Will she have to choose between family and her love of animals?

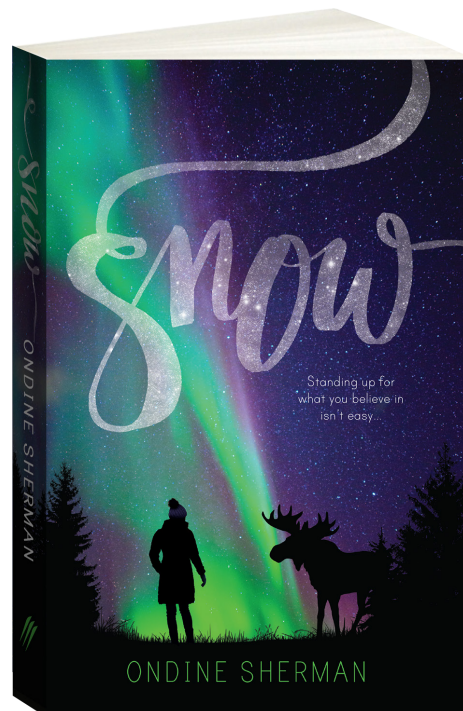
ABOUT THE AUTHOR

Ondine is the co-founder and managing director of Voiceless, the animal protection institute. She is a life-long animal advocate, passionate about promoting respect and compassion for all creatures. Ondine holds a BA in Communications and MA in Environmental Studies. She is an ambassador for Action for Dolphins and director of conservation NGO This is My Earth (TiME), and writes regularly about animal protection in the media.

Ondine grew up in Sydney and now lives in Tel Aviv with her husband and three children. Her mischievous street cats, loyal dogs and ex-battery chickens all keep her extraordinarily entertained.

ABOUT VOICELESS

Voiceless is the home of Animal Law and Animal Protection Education. We are developing the crucial skills of critical-thinking in youth, our next generation of change-makers and decision-makers. Voiceless was founded in Australia in 2004 by father and daughter team, Brian Sherman AM and Ondine Sherman.



Stage 4 – Year 7 Subject: English Text: <i>Snow</i> Key Concept: Communication Language Modes: Reading / Writing / Speaking / Listening	Pre-test/Pre-requisite/Starter	Explore	Discuss	Share	Reflect	Extend
Focus Area 1 Animals in Alaska	Pre-requisite: Reading of <i>Snow</i> - Ondine Sherman.	Animal Welfare, Protection and Conservation Comprehension and creative writing.	Relationships with Animals and the Environment Character table. Student Worksheet Marketplace Discussing key quotations. Teacher Handout	Creative Writing Writing a letter from Sky's POV.	Difficult Questions / Difficult Answers Written reflection.	Hunting in Alaska Reading and responding to news articles. Further Extension VACI – The Voiceless Animal Cruelty Index.
Content Descriptors (ACELA1782) (ACELT1619) (ACELT1620) (ACELT1621) (ACELT1622) (ACELT1625) (ACELY1719) (ACELY1804) (ACELY1723) (ACELY1728)	Pre-test Alaska – True or False Starter Epigraph – An Inscription of Knowledge.					
Focus Area 2 Family and Forgiveness	Starter Mind Mapping.	Compare and Contrast Family dynamics. Student Worksheet	Family and Forgiveness Class discussion.	Creative Writing A variety of creative writing choices. Formative Assessment Task 1	Headlines Visible Thinking Routine.	Extended Response Analytical paragraph.
Content Descriptors (ACELA1763) (ACELT1619) (ACELT1620) (ACELT1621) (ACELT1625) (ACELY1804) (ACELY1725)						
Focus Area 3 The Rebellious Hero	Starter Heroes and Heroines.	The Hero's Journey Tracking Sky's adventure. Student Worksheet	Class Discussion Sky, rebellion and heroic status.	Unsung Heroes Research task Formative Assessment Task 2	Stand Up Reflecting on making a difference.	Reading Greta Thunberg. Writing Opinion piece .
Content Descriptors (ACELA1782) (ACELA1531) (ACELT1620) (ACELT1621) (ACELY1719) (ACELY1804) (ACELY1725)						
Focus Area 4 Truth Speaking	Starter Truth Telling George Orwell.	Secrets – Truth or Lies? Analysing character's decisions. Student Worksheet	Class Discussions 'Truth in Labelling'.	Visual Literacy Campaigning for truth. Formative Assessment Task 3	Reflecting the Truth 200-word written response to the lesson inquiry questions.	Laws and Secrecy Investigating laws and secrecy in the food and animal industries.
Content Descriptors (ACELA1782) (ACELA1763) (ACELT1619) (ACELT1620) (ACELT1621) (ACELT1803) (ACELY1721) (ACELY1726) (ACELY1728)						
Focus Area 5 The Power of Language	Starter Language Basics. Student Worksheet	Poems about Hunting Reading, annotating and discussing poetry.	Using Gendered Pronouns Discussing the language used when talking about animals.	Essay Writing Writing about thematic concerns. Summative Assessment	Reflecting on Language 250-word written response. Unit reflection Written responses. Formative Assessment Task 4	Look out for the third novel in the 'Animal Allies Series' – <i>Star</i> .
Content Descriptors (ACELA1528) (ACELA1782) (ACELT1619) (ACELT1620) (ACELT1621) (ACELT1803) (ACELT1623) (ACELY1719) (ACELY1721) (ACELY1723) (ACELY1725) (ACELY1726)						

UNIT TITLE: Communicating Diverse Perspectives

FOCUS AREA 1: ANIMALS IN ALASKA

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 Literature – Literature in Context / Responding to Literature / Examining 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>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>Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)</p> <p>Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)</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>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)</p> <p>Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)</p>

ACKNOWLEDGEMENTS

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).

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>(ACELT1622)</p> <ul style="list-style-type: none"> analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people <p>(ACELT1625)</p> <ul style="list-style-type: none"> using aspects of texts in imaginative recreations such as re-situating a character from a text in a new situation <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>(ACELY1723)</p> <ul style="list-style-type: none"> 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 <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 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 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. OI.9 – Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.</p>

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

This unit of work has been written and developed as a sequence of learning activities which includes 5 focus areas and provides sufficient material for an 8-week term. The unit has been designed to be flexible so that teachers may choose to alter or omit tasks to suit the needs of their students. The unit includes a variety of verbal, written, analytical, creative, research and reflective tasks. A range of additional resources including; videos, factsheets, infographics, 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 to suit student/school needs. It is expected that each focus area could take anywhere between 50-100 minutes, or longer, this is dependent on a number of factors and teachers may determine how long they spend on each of the activities.

Target

Mixed ability class with extension tasks.

Unit Focus Questions

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* Ondine Sherman
- Focus Area 1 – Relationships Worksheet
- Focus Area 1 – Marketplace Statements handout
- Glossary
- Quizlet
- Voiceless Animal Cruelty Index (VACI), Voiceless, <https://www.voiceless.org.au>.

Other Resources

- Julia Jacobs, New York Times: Alaska hunter who killed cubs in bear den gets 3 months in jail, 2019, <https://www.nytimes.com>.
- National Park Service, Wilderness Character Narrative, 2019, <https://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, <http://www.newsminer.com>.



Learning Activities

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?

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)

TEACHER TIP

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?



Explore

ANIMAL PROTECTION AND ENVIRONMENTAL CONSERVATION

Sherman's novel is set in Alaska and interwoven 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.

TEACHER TIP

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

TEACHER TIP

Refer to the Glossary and Quizlet for vocabulary definitions.



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.

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

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.

TEACHER TIP

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.

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 non-confrontational 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.

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?' (pg. 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.

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.

Focus Area 2: Families and Forgiveness

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 / Text Structure and Organisation • Literature – Literature in Context / Responding to Literature • Literacy – Interacting with Others / Interpreting, Analysing, Evaluating / Creating Texts
Content description:	<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>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>Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)</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>Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)</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>(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>(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>(ACELT1625)</p> <ul style="list-style-type: none"> • 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 <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>(ACELY1722)</p> <ul style="list-style-type: none"> • inferring the tone and emotional intent of a character in dialogue in a narrative <p>(ACELY1725)</p> <ul style="list-style-type: none"> • 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
<p>Cross-Curricular Priority:</p>	<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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Time and Structure

This unit of work has been written and developed as a sequence of learning activities which includes 5 focus areas and provides sufficient material for an 8-week term. The unit has been designed to be flexible so that teachers may choose to alter or omit tasks to suit the needs of their students. The unit includes a variety of verbal, written, analytical, creative, research and reflective tasks. A range of additional resources including; videos, factsheets, infographics, 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 to suit student/school needs. It is expected that each focus area could take anywhere between 50-100 minutes, or longer, this is dependent on a number of factors and teachers may determine how long they spend on each of the activities.

Target

Mixed ability class with extension tasks.

UNIT FOCUS QUESTIONS

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* Ondine Sherman
- Focus Area 2 – Compare and Contrast Worksheet
- Glossary
- Quizlet – <https://quizlet.com/au/415451685/snow-glossary-flash-cards/>

OTHER RESOURCES

- Mindmup, <https://www.mindmup.com>.

LEARNING ACTIVITIES

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?



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 Mindmap 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.

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.

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?

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.

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



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 [here](#), for more information.

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.

Focus Area 3: The Rebellious Hero

Australian Curriculum alignment

Learning Area:	English
Year Level:	Year 7
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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>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)</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>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>

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>(ACELA1531)</p> <ul style="list-style-type: none"> • 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 <p>(ACELT1620)</p> <ul style="list-style-type: none"> • 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 <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 • 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 <p>(ACELY1725)</p> <ul style="list-style-type: none"> • 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
Cross-Curricular Priority	<p>Sustainability</p> <p>Systems OI.3 - Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p>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.</p> <p>Futures 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. 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

This unit of work has been written and developed as a sequence of learning activities which includes 5 focus areas and provides sufficient material for an 8-week term. The unit has been designed to be flexible so that teachers may choose to alter or omit tasks to suit the needs of their students. The unit includes a variety of verbal, written, analytical, creative, research and reflective tasks. A range of additional resources including; videos, factsheets, infographics, 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 to suit student/school needs. It is expected that each focus area could take anywhere between 50-100 minutes, or longer, this is dependent on a number of factors and teachers may determine how long they spend on each of the activities.

Target

Mixed ability class with extension tasks.

UNIT FOCUS QUESTIONS

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* Ondine Sherman
- Focus Area 3 – Sky's Journey worksheet
- Glossary
- Quizlet – <https://quizlet.com/au/415451685/snow-glossary-flash-cards/>

OTHER RESOURCES

- Craig Batty, Are you monomythic – Joseph Campbell and the Hero's Journey, The Conversation, 2014, <https://theconversation.com>.
- Greta Thunberg, School strike for climate – save the world by changing the rules, TED Talk, 2018, <https://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, <https://www.theguardian.com>.
- Mathew Winkler, What Makes a Hero, TED-Ed, <https://ed.ted.com>.
- Steps for Writing an Opinion Piece, YouTube, 2015, <https://www.youtube.com>.



LEARNING ACTIVITIES

This focus area refers to a range of chapters.

INQUIRY QUESTIONS

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

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?

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'?
2. 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.

TEACHER TIP

Additional reading for teachers: 'Are you monomythic – Joseph Campbell and the Hero's Journey'.

SUGGESTIONS

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

1. 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.
3. 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 in to 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 beliefs – despite the dangerous situation.
9. 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.

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.

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.

TEACHER TIP

This would make a great homework task!



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?

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.

ADDITIONAL READING

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

Focus Area 4: Truth Speaking

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 / Text Structure and Organisation • Literature – Literature in Context / Responding to Literature • Literacy – 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>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>Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)</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>Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)</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"> • analysing the structure of media texts such as television news items and broadcasts and various types of newspaper and magazine article • 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>(ACELT1620)</p> <ul style="list-style-type: none"> • comparing personal viewpoints on texts and justifying responses in actual and virtual discussions <p>(ACELT1621) + (ACELT1803)</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>(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>(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
<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.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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Time and Structure

This unit of work has been written and developed as a sequence of learning activities which includes 5 focus areas and provides sufficient material for an 8-week term. The unit has been designed to be flexible so that teachers may choose to alter or omit tasks to suit the needs of their students. The unit includes a variety of verbal, written, analytical, creative, research and reflective tasks. A range of additional resources including; videos, factsheets, infographics, 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 to suit student/school needs. It is expected that each focus area could take anywhere between 50-100 minutes, or longer, this is dependent on a number of factors and teachers may determine how long they spend on each of the activities.

Target

Mixed ability class with extension tasks.

UNIT FOCUS QUESTIONS

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* Ondine Sherman
- Focus Area 4 – Truth or Lies worksheet
- Glossary
- Quizlet – <https://quizlet.com/au/415451685/snow-glossary-flash-cards/>
- Truth in Labelling – What's in a Label?, Voiceless, 2018, <https://www.voiceless.org.au>.
- What is ag-gag?, Voiceless, 2015, <https://www.voiceless.org.au>.

OTHER RESOURCES

- Canva, <https://www.canva.com>.
- Will Potter, The shocking move to criminalize nonviolent protests, Ted Talks, 2014, <https://www.ted.com>

LEARNING ACTIVITIES

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?

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:

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

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.

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.

QUICK 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?

TEACHER TIP

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

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.

TEACHER TIP

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

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?

Extension

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

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

Focus Area 5: The Power of Language

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 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:	<p>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)</p> <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>Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)</p> <p>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)</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>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)</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>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)</p>

Elaborations:	<p>(ACELA1528)</p> <ul style="list-style-type: none"> 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 <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"> 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 <p>(ACELT1621) + (ACELT1803)</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>(ACELT1623)</p> <ul style="list-style-type: none"> experiencing the sound and rhythm of poetry, and using metalanguage, for example 'refrain' and 'chant', to discuss the layers of meaning that are created <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 <p>(ACELY1723)</p> <ul style="list-style-type: none"> identifying cause and effect in explanations and how these are used to convince an audience of a course of action <p>(ACELY1725)</p> <ul style="list-style-type: none"> 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 <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> <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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Target

Mixed ability class with extension tasks.

UNIT FOCUS QUESTIONS

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* Ondine Sherman
- Focus Area 5 - Language Techniques worksheet
- Glossary
- Quizlet

OTHER RESOURCES

- Eleanor Wilner, *Reversing the Spell: New and Selected Poems*, 'Hunting Manual', (Copper Canyon Press, 1998), <https://www.poetryfoundation.org>.
- Elizabeth Bishop, *North and South*, 'The Fish', (Houghton Mifflin, 1946), <https://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, <https://ideas.ted.com>



LEARNING ACTIVITIES

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?

LANGUAGE BASICS

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

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

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 excerpts 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.

FOLLOW UP ARTICLE

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

Share

ESSAY WRITING – SUMMATIVE TASK

Below is a set of options for essay questions:

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

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.

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?



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

Assessment

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. 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. 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>

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).

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 reflection 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



Snow Glossary

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	<p>A person or organisation adopting an 'animal rights' approach to animal protection.</p> <p>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.</p>
Animal Welfare	Refers to how an animal is coping with the conditions in which it lives.
Animal Welfarist	<p>A person or organisation adopting an 'animal welfare' approach to animal protection.</p> <p>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.</p>
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.