

iSpace – resources and activities

Contents

[Resource 1 – new class friend scavenger hunt icebreaker 3](#_Toc499555925)

[Resource 2 – high school passport 4](#_Toc499555926)

[Resource 3a – what kind of person am I? 7](#_Toc499555927)

[Resource 3b – prefixes and suffixes – breaking words apart 8](#_Toc499555928)

[Resource 4 – model recount of being lost 10](#_Toc499555929)

[Resource 5 – peer checklist 11](#_Toc499555930)

[Resource 6 – my first day in high school 13](#_Toc499555931)

[Resource 7 – introduction to biography/autobiography 14](#_Toc499555932)

[Resource 8 – ‘Animoto’ autobiographies 16](#_Toc499555933)

[Resource 6 – ‘Animoto’ autobiographies – my response 17](#_Toc499555934)

[Resource 11 – ‘My Place’ by Nadia Wheatley and Donna Rawlins 19](#_Toc499555935)

[Resource 12 – symbols used in maps 21](#_Toc499555936)

[Resource 13 – symbols, meaning, feelings and tone 23](#_Toc499555937)

[Resource 14 – the symbolism of colour 28](#_Toc499555938)

[Resource 15 – my place – revised edition 29](#_Toc499555939)

[Resource 16 – Hazem El Masri – ‘A Winger and a Prayer’ 30](#_Toc499555940)

[Resource 17 32](#_Toc499555941)

[Resource 18 – Australian Story episode, ‘A Winger and A Prayer’ 34](#_Toc499555942)

[Resource 19 – Animoto – the ‘how-to’ guide 37](#_Toc499555943)

[Resource 20 – Anh Do speech video 38](#_Toc499555944)

[Resource 21 – ‘The Little Refugee’ three level guide 40](#_Toc499555945)

[Resource 22 (for teachers) – ‘The Little Refugee’ visual literacy 42](#_Toc499555946)

[Resource 23 – visual literacy in ‘The Little Refugee’ 44](#_Toc499555947)

[Resource 24 – ‘The Little Refugee’ 45](#_Toc499555948)

[Resource 25 – pre-reading vocabulary activity (sketch to stretch) for ‘Magical Kabul’ 48](#_Toc499555949)

[Resource 26 – peer checklist 50](#_Toc499555950)

[Resource 27 – ‘Magical Kabul’ 51](#_Toc499555951)

[Resource 28 – ‘Majestic Kabul’ three level guide 52](#_Toc499555952)

[Resource 29 – adjectives in ‘Magical Kabul’ 54](#_Toc499555953)

[Resource 30 – understanding Frida Kahlo 59](#_Toc499555954)

[Resource 31 – Frida Kahlo and symbolic representations 60](#_Toc499555955)

[Resource 32 – reflection on techniques used in biographies/autobiographies 61](#_Toc499555956)

Resource 1 – new class friend scavenger hunt icebreaker

Was born in July

Is an only child

Listens to 96.1FM

Has been overseas (same country as you)

Speaks another language

Likes to go camping

Likes to paint

Went to the same primary school as you

Has 6 or more brothers and sisters

Owns a car

Likes to sing

Has been to the Opera House

Has been on a cruise ship

Loves the colour purple

Has been to more than two continents

Has gone surfing

Plays the same sport as you

Likes Mexican food

Dislikes hamburgers

Has been to an art museum

Has had braces

Has met a movie star

Was born in the same hospital as you

Was born in another state

Has twins in their family

Goes to bed at 8:30pm

Flosses their teeth daily

Keeps Australia beautiful (recycles/places rubbish in the bin)

Has the same coloured hair as you

Has eaten a whole pizza by themselves

Resource 2 – high school passport

 High School



Passport

Image source – [Pixabay](https://pixabay.com/en/coat-of-arms-eagle-bird-2327758/). [CC0](https://pixabay.com/en/service/terms/#usage).

Surname

Given name

Nickname

Date of birth

Place of birth

Address

Star sign

Hair colour

Eye colour

Scars/birthmarks

Signature

Hobbies/interests

| **Photo** | **Thumbprint** |
| --- | --- |
|  |  |

My favourite food is

My favourite colour is

My friends like most about me

I’m really good at

Things I like

Resource 3a – what kind of person am I?

Study the personality traits listed below and give yourself a rating on each scale, ticking the box that describes you. The two words on each end are antonyms (opposites). Some trickier words have a brief definition in brackets, but you may wish to look up a dictionary or ask a friend/ your teacher for further explanation.

| Adjective | 3 | 2 | 1 | 2 | 3 | Adjective |
| --- | --- | --- | --- | --- | --- | --- |
| serious |  |  |  |  |  | frivolous (silly) |
| loner |  |  |  |  |  | sociable (love being with people) |
| quiet |  |  |  |  |  | noisy |
| calm |  |  |  |  |  | emotional |
| secretive |  |  |  |  |  | honest |
| worried |  |  |  |  |  | carefree (no worries) |
| generous |  |  |  |  |  | stingy (don’t share, save $) |
| efficient (get things done quickly and well) |  |  |  |  |  | slow |
| dedicated (focus on work and get it done) |  |  |  |  |  | imaginative (like thinking of ideas) |
| reliable (can be trusted) |  |  |  |  |  | unreliable (can’t be trusted) |
| peaceful |  |  |  |  |  | aggressive (get angry easily) |
| grumbling (complain) |  |  |  |  |  | uncomplaining |
| cooperative |  |  |  |  |  | unhelpful |
| persevering (never give up) |  |  |  |  |  | fickle (change mind easily) |
| suspicious (don’t trust others) |  |  |  |  |  | trusting |
| easily bored |  |  |  |  |  | never bored |
| leader |  |  |  |  |  | follower |
| pensive (quiet, thoughtful) |  |  |  |  |  | empty-headed |
| practical (like working with hands) |  |  |  |  |  | Impractical (not good with hands) |
| tolerant (okay with differences) |  |  |  |  |  | intolerant  |
| considerate (think about others) |  |  |  |  |  | inconsiderate |
| impatient |  |  |  |  |  | patient |
| sensitive (feel emotion deeply) |  |  |  |  |  | insensitive |
| unenthusiastic |  |  |  |  |  | enthusiastic |
| optimistic (look on the bright side) |  |  |  |  |  | pessimistic (look at the bad things) |

As a class, you may want to physically show your answers. Every student should stand up. Your teacher will point to two ends of the room. One end of the room will represent one extreme (e.g. serious) and the other end will represent the other extreme (e.g. ‘frivolous’). When s/he says the two words, you should move to stand at one end of the room or the other or somewhere in the middle, depending on how you would describe yourself. This will be an interesting exercise in getting to know the people in your class!

Resource 3b – prefixes and suffixes – breaking words apart

Prefixes are a letter or a group of letters that are added before root words. Adding a prefix will change the meaning of the root word. Examples of prefixes include un-, pre-, inter-, non-, re-, dis- and a-.

Suffixes are a letter or a group of letters that are added after root words. Adding a suffix will also change the meaning of the root word. Examples of suffixes include: able, -al, -ality, -ance, -ancy, -ary, -athon, -ation, -cide, -cy, -dom, -ed, -ery, -ess, -hood, -iable, -ial, -ian, iate, -ible, -ibly, -ient, -ing, -ion, -like, -ly, -man, -ness, -sion, -some, -t, -uary, -ward-, -wise and -y.

Look at the list of words below. Figure out the prefix, root word and suffix for each word.

| Word | Prefix | Root | Suffix |
| --- | --- | --- | --- |
| unhelpful |  |  |  |
| unworried  |  |  |  |
| non-aggressively  |  |  |  |
| inconsiderately  |  |  |  |
| uncooperatively |  |  |  |
| undedicated |  |  |  |
| inefficient |  |  |  |
| unemotionally  |  |  |  |
| empty-headedness |  |  |  |
| unenthusiastically |  |  |  |
| fickleness |  |  |  |
| ungenerously |  |  |  |
| grumbling |  |  |  |
| dishonesty |  |  |  |
| unimaginatively |  |  |  |
| impatiently |  |  |  |
| frivolity  |  |  |  |
| pessimist |  |  |  |
| intolerantly |  |  |  |
| laziness |  |  |  |
| optimistically  |  |  |  |
| pensively |  |  |  |
| persevering |  |  |  |
| impractical |  |  |  |
| unreliable |  |  |  |
| insensitivity |  |  |  |
| non-seriously  |  |  |  |
| unsociable |  |  |  |
| unenthusiastically |  |  |  |

Extension – Identify the part of speech of each word, that is, noun, adjective or adverb, writing your answer to the left of the word (outside the table).

Resource 4 – model recount of being lost

I remember getting lost when I first started high school. There were five buildings in my high school, called Block A, B, C, D and E, and about 90 different room numbers.

On the first day, we got our timetable from our Year Adviser. I had no problems finding all the rooms for the first few lessons: our class all walked together to each class and we figured out where the rooms were as a big group. But then we went to recess.

At recess, I found old friends from primary school. We went to the back oval and kicked a football around. But when the bell went, and I went to my bag, my timetable said that I was supposed to be in Room 42. I had no idea where Room 42 was on the school grounds. My friends from primary schools were all in different classes to me. They didn’t know either. They left to go to class.

I stood on the oval by myself and I wondered what to do. I looked around and saw the trees and the grass, but no students. I could hear the sound of the birds, but no students. I felt a cool breeze against my neck, and I felt a bit chilled. I could taste the last crumbs of my sandwich in my mouth. I rubbed my sweaty palms on my pants.

I was anxious. What should I do? Would I get into big trouble with the teacher? I didn’t know where to go!

Then, in the distance, I saw the principal walking towards me. The saliva in my mouth dried up. I am dead meat, I thought. ‘He’s going to kill me and eat me alive, for sure!’

The tall, heavy-set principal stood right in front of me and stuck out his hand. “Hello, mate. What’s your name?”

“George,” I said, feeling like my voice had suddenly risen in pitch.

“Is everything all right, George?” the principal asked kindly.

I stammered, “I don’t know where Room 42 is, sir.”

“Come with me, George. I’ll show you,” the principal said and started walking cheerfully.

I hastily picked up my bag and followed him. ‘Phew!’ I thought.

Resource 5 – peer checklist

a) Verbal recount peer checklist

Speaker’s name Marker’s name

Place an ‘X’ in the relevant column in the table below.

| **Does the speaker …** | **No** | **A little bit** | **Yes!** |
| --- | --- | --- | --- |
| Use first person pronouns (e.g. I, me, we, us)? |  |  |  |
| Use the past tense (e.g. walked, ran, searched…)? |  |  |  |
| Tell their recount in chronological order, using time connectives? (e.g. yesterday, then, after that, finally …)? |  |  |  |
| Use adjectives (e.g. dark, windy)? |  |  |  |
| Include the five senses (what they saw, heard, smelled, tasted, touched)? |  |  |  |
| Describe their emotions? |  |  |  |
| Use their voice in an interesting way (varying their volume, pitch, pace, pause and tone)? |  |  |  |
| Use gestures and body language in an interesting way? |  |  |  |

Comment

b) Written recount peer checklist

Speaker’s name Marker’s name

Place an ‘X’ in the relevant column in the table below.

| Does the writer … | No | A little bit | Yes! |
| --- | --- | --- | --- |
| Use first person pronouns (e.g. I, me, we, us)? |  |  |  |
| Use the past tense (e.g. walked, ran, searched…)? |  |  |  |
| Tell their recount in chronological order, using time connectives? (e.g. yesterday, then, after that, finally …)? |  |  |  |
| Use adjectives (e.g. dark, windy)? |  |  |  |
| Include the five senses (what they saw, heard, smelled, tasted, touched)? |  |  |  |
| Describe their emotions? |  |  |  |
| Use first person pronouns (e.g. I, me, we, us)? |  |  |  |
| Use capital letters at the beginning of each sentence and for names/proper nouns? |  |  |  |
| Uses a range of sentence types (simple, compound, complex)? |  |  |  |
| Use punctuation correctly (full stops, commas, apostrophes)? |  |  |  |
| Use correct spelling? |  |  |  |

Comment

Resource 6 – my first day in high school

You are going to write a recount about your first day of high school. Use the questions below to help you plan your recount. Each box will be a new paragraph, but you do not need to include the headings. Try to make your writing as interesting as possible!

The night before

How did you feel the night before your first day of high school?
What were your hopes and worries?
What did you know about the school before you came?
Had you visited it before?
Had you heard any rumours about the school and what would happen to you here?

Getting ready

What time did you wake up?
Did you have to get up earlier than usual?
What did you think and feel when you first woke up?
How did you feel when you were getting changed and eating breakfast?
What did the rest of your family say to you before you left the house?

Travelling to school

How did you get to school – did you walk, catch a bus and/or train or were you driven?
Did you come with friends, family or by yourself?
What did you talk about on your way and how did you feel?

Arrival

What did you think about the school when you first walked through the gates?
What did you notice about the environment and the other students?
What did you do when you arrived? Did you talk to anyone? Did you feel lonely?

The first day

(– you will need more than one paragraph for this section)
What did you do? What lessons did you have?
Who did you meet?
Describe your teachers, your subjects and how you felt about them.
What did you do at recess and lunchtime?
What differences did you notice between primary school and high school?
Were your expectations and worries justified?
Were there any misunderstandings or confusions during the day? Did you get lost?
How did you get home?

The end of the day

How did you feel when you arrived home?
What did you do when you arrived home?
Were you tired or did you find it hard to relax?
Did you enjoy the day or not?
How did you feel about going back the next day?

Resource 7 – introduction to biography/autobiography

Etymology – the study of the history of where our words come from and how their meanings have changed over time.

1. Before you learn more about the parts of the words biography and autobiography, write down what you think the words mean –

Biography

Autobiography

Now, investigate the parts of these words –

1. Break the words down into parts. Try to work out the ‘little’ words or parts of words within the bigger word. Circle the ‘little’ word units within the bigger words.

b i o g r a p h y

a u t o b i o g r a p h y

1. Try to figure out the etymology and meanings of the different units of the word (e.g. auto- , bio-, -graphy). You may use the [online etymology website](http://www.etymonline.com/). You might then brainstorm other words that use these word units.

| Word unit | Meaning/history of this word unit | Other bigger words that use this word unit |
| --- | --- | --- |
| auto – |  |  |
|  |  |  |
|  |  |  |

1. In the words biography and autobiography, which word unit is a prefix? Note – A prefix is a group of letters/mini-words placed before the root of a word that changes the meaning of the word.

1. How does the prefix change the meaning of the word?

1. Now that you have looked at the etymology of the words biography and autobiography, explain (perhaps differently now) what you now think the words mean –

Biography

Autobiography

1. Describe what the difference is between a biography and an autobiography

1. Reflection – how does understanding the etymology of a word help you understand what the word means?

Resource 8 – ‘Animoto’ autobiographies

Activity

* Students view at least two sample ‘Animoto’ videos.
* These videos were created by newly-arrived refugee students.
* The ‘Animoto’ videos provide viewers with a snapshot of refugee students’ life experiences and how they view their transition to Australia.
	+ [Video resource 8a](http://youtu.be/gInynvgNL7k)
	+ [Video resource 8b](http://youtu.be/SUF6HUaslBQ)
	+ [Video resource 8c](http://youtu.be/qwFLQoEdeQU)
	+ [Video resource 8d](http://youtu.be/PRFbvZn3iUQ)

Post-viewing activity

Refer to resource 9 – after viewing at least two sample Animoto videos from the list above, teachers refer to Resource 2 for student post-viewing activity.

Resource 6 – ‘Animoto’ autobiographies – my response

Activity 1

Students view at least two sample ‘Animoto’ videos. These videos were created by newly-arrived refugee students and the ‘Animoto’ videos provide viewers with a snapshot of refugee students’ life experiences.

Question 1

Identify and explain two features about each refugee student video that you found interesting.

Video 1

Video 2

Question 2

Think about your own life. How are your life experiences similar to and/or different from the life of a refugee student? Complete the table below.

| Similarities | Differences |
| --- | --- |
|  |  |

Question 3

Think about how these two students made the viewer interested in their autobiography. Describe two features of the ‘Animoto’ autobiographical texts that made them interesting. You might think about the use of visuals, sound, music and language in the students’ ‘Animoto’ autobiographical texts.

Question 4

For your assessment task, you will create a multimodal autobiographical text about your own life! What features of the ‘Animoto’ texts that you have just watched would you like to include in your multimodal autobiography?

Question 5

What do you think you need to learn in the next few weeks in order to be able to create a really great multimodal autobiography?

Resource 11 – ‘My Place’ by Nadia Wheatley and Donna Rawlins

Timeline activity

Complete the table below.

| Year | Event |
| --- | --- |
| 1988 | Laura. 10 years old. Lives with mum – Lorraine, dad Terry and Auntie Bev and Tony and Diane and their baby Dean. Laura’s nephew. Moved from Bourke. Laura’s dog is Gully. Aboriginal background. |
| 1978 |  |
| 1968 |  |
| 1958 |  |
| 1948 |  |
| 1938 |  |
| 1928 |  |
| 1918 |  |
| 1908 |  |
| 1898 |  |
| 1888 |  |
| 1878 |  |
| 1868 |  |
| 1858 |  |
| 1848 |  |
| 1838 |  |
| 1828 |  |
| 1818 |  |
| 1808 |  |
| 1798 |  |
| 1788 |  |

My timeline activity

Complete the table below

| Year | Event |
| --- | --- |
| 2017 |  |
| 2013 |  |
| 2010 |  |
| 2008 |  |
| 2005 |  |
| Birth date |  |

Resource 12 – symbols used in maps

Identify and draw the symbols that have been used in the maps throughout ‘My Place’.

| Word | Symbol | Identify |
| --- | --- | --- |
| Love heart | Love heart symbol | Person’s home |
| Brick pits |  |  |
| Train station |  |  |
| Canal |  |  |
| Train track |  |  |
| Police station |  |  |
| Crosses |  |  |
| Church |  |  |
| X’s |  |  |
| Big tree |  |  |
| Bridge |  |  |
| Stepping stones |  |  |
| Horses |  |  |
| Swampy land |  |  |
| Lime kilns |  |  |
| Well |  |  |
| Walking track |  |  |
| Snake |  |  |
| Huts |  |  |
| Swimming hole |  |  |

Resource 13 – symbols, meaning, feelings and tone

With a partner, see how many symbols that you can think of. For each symbol, write down the meaning and if the symbol has a positive or negative feeling associated with it (e.g. happiness, love, sadness, anger). See if you can think of 10 symbols in 3 minutes!

| Drawing of symbol | Meaning of symbol (explain) | Emotional connotations |
| --- | --- | --- |
| Love heart symbol |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

More words used to describe feelings, tone and mood

The tone of a text is created by the composer who uses words and language techniques to create it.

A good way to think about tone is to imagine how the composer was feeling when he or she wrote the text.

‘I’m so angry about not being able to park my car in my street that I’m going to write a letter to the local newspaper.’

Dear Sir
I have lived in my street for the past fifty years and I’ve just been told I can’t park my car in it between the hours of 9am and 5pm. This is so that lazy people can drive to the city and get to work on time. These people don’t even live in my suburb yet I have to give up parking in my own street! How outrageous! We should charge them for travelling through our suburb or block off our streets so they can’t get through.
Bert

‘Gee, this man must be very upset as his letter has such an angry tone. He must be in a bad mood and very frustrated. I feel sorry for him’

Composers also create mood or atmosphere using words and other techniques. These are felt by the responder when they read or view the text

I’m writing a ghost story, so I want to create a dark and eerie atmosphere.

The soot-dappled moon crept into the inky sky and the branches of the witch-hazel bush scratched at my bedroom window. Screech, screech, screech it went back and forth. I tossed in my bed dreaming of dark and twisted forests with vines that grabbed savagely at my ankles. I awoke with a start, something went thump in the room above me and I saw …

I’m glad I’m not reading this book at night. I’m scared already.

Other words that can be used instead of ‘common’ nouns to describe feelings or emotions intonated in texts

| ‘Common’ words to describe the tone of texts | More sophisticated tone nouns (synonyms) – circle one | Meaning of one of these alternative nouns |
| --- | --- | --- |
| happiness | delightpleasureexhilarationjoygiddiness |  |
| love/kindness | affectioncompassionsympathybenevolence |  |
| sadness | sorrowgriefmiserysombreness |  |
| anger | furyrageantagonismresentmentbitterness |  |
| excitement | enthusiasmthrillexhilarationvibrancy |  |
| fear | horrorterrordreadapprehensiontrepidation |  |
| surprise | amazementastonishmentshockrevelation |  |
| meanness | crueltyspitefulnesscallousnessmockeryviciousness |  |
| disinterest (don’t care) | coldnessindifferenceapathydisconnection |  |
| danger | hazardperilriskurgency |  |
| rudeness | disrespectinsolenceoffensivenessdiscourtesy |  |
| confusion | puzzlementbewildermentperplexity |  |
| jokiness | humourlight-heartednessflippancy |  |
| silliness | childishnessridiculousnessinanityfolly |  |
| bravery | courageheroismgallantryvalour |  |
| peace | calmtranquillityserenityharmony |  |
| guilt | apologyregretshameremorse |  |
| tiredness | wearinessfatigueexhaustionlethargy |  |
| pride | honourdignityself-satisfactionarrogancedeceit |  |

Converting nouns into adjectives

Adjectives (describing words) can also be used to describe the tone or mood of a picture or text. Examples of adjectives that can describe the tone of a picture or text are sympathetic, cold, humorous, angry or ironic.

Convert the following nouns into adjectives. Think about what suffix you might take off or add to make the noun an adjective.

Note – this list moves from easier to harder conversions!

| Noun(e.g. She was filled with…) | Adjective (e.g. He felt…) | Suffix taken off/added(e.g. –tion, -cy, -ness, -ful, -ous, -d, -y) |
| --- | --- | --- |
| happiness |  |  |
| giddiness |  |  |
| sadness |  |  |
| weariness |  |  |
| confusion |  |  |
| exhaustion |  |  |
| satisfaction |  |  |
| apprehension |  |  |
| trepidation |  |  |
| peace |  |  |
| joy |  |  |
| delight |  |  |
| thrill |  |  |
| exhaustion |  |  |
| puzzlement |  |  |
| satisfaction |  |  |
| danger |  |  |
| hazard |  |  |
| risk |  |  |
| dignity |  |  |
| bewilderment |  |  |
| flippancy |  |  |
| lethargy |  |  |

Resource 14 – the symbolism of colour

1. Think about what tone/feeling you think various colours symbolise. Fill in the second column.
2. View the [‘Color Symbolism and Culture’ webpage](http://www.incredibleart.org/lessons/middle/color2.htm) and read about what these colours symbolise in the Western World. Fill in the third column.
3. View the [Xerox colour guide](http://www.office.xerox.com/small-business/tips/color-guide/enus.html) and choose another country. Find out what these colours symbolise in this country. Fill in the fourth column.
4. Finally, think about what is similar or different in the symbolism of each colour. Fill in the last column.

| Colour | What tone/feeling do I think this colour symbolises | What does this colour symbolise in the Western World? | What does this colour symbolise in another country (include the country name) | Is the symbolic meaning of this colour similar or different across countries? |
| --- | --- | --- | --- | --- |
| Red |  |  |  |  |
| Yellow |  |  |  |  |
| Blue |  |  |  |  |
| Purple |  |  |  |  |
| Green |  |  |  |  |
| Brown |  |  |  |  |
| White |  |  |  |  |
| Black |  |  |  |  |

Extension – choose one colour and research its different symbolic associations in at least FIVE countries. Write a paragraph on why you think this colour has different associations in different countries.

Resource 15 – my place – revised edition

Having finished reading ‘My Place’, it is now time to create your own ‘My Place’ page for a revised edition of the text!

1. Draft three paragraphs using My Place as a guide to the style required. These will be:
2. A paragraph about the members of your family. This paragraph should begin “My name is and this is my place. I am years old and I am the youngest in my family. In my family . “
3. A paragraph about your pet. If you don’t have a pet, this paragraph can be about your favourite sport, food or interest.
4. A paragraph about the most recent festival you celebrated with your family. This may be a religious festival, e.g. Ramadan, Chinese New Year, Easter or maybe your birthday!
5. A paragraph about your neighbourhood, explaining the map you intend to draw.
6. Having completed your draft paragraphs, check your spelling, punctuation and grammar with a friend and then show your teacher your edited work ready to be published.
7. On an A3 sheet of paper, plan the layout of your ‘My Place’ page. You may like to draw a border with your name and the year it is (this year) on the top right-hand corner. On your sheet of paper, you will need to include:
8. a map of your neighbourhood, drawn in the same style as the book
9. a drawing of you and your pet or favourite thing
10. a drawing of you at your most recent festival
11. a drawing of your house.
12. Remember to use colour and symbols and include a key. Think carefully about the tone that you wish to create through your use of colour and symbolism.
13. Publish your work and share your work with your teacher!

Resource 16 – Hazem El Masri – ‘A Winger and a Prayer’

Viewing guide.

Please note that this episode of ‘Australian Story’ includes some content that is unsuitable for Stage 4 students. The following times should be adhered to – 0.00-16.30 and then 23.49-27.26.

Students are to view the ‘Australian Story episode A Winger and a Prayer’ twice and answer the following questions using bullet points:

1. Why does Hazem like riding horses?

1. What words are used to describe Hazem’s personality?

1. From where does Hazem come and why is he here in Australia?

1. What were some of the big differences that Hazem noticed between his home land of Tripoli and his new Australian way of life?

1. What was comforting about Hazem’s new home in Australia?

1. What made Hazem different from the other footballers? How did his fellow footballers eventually regard him?

1. What is Hazem’s religion and how does he feel about it?

1. How did Hazem meet his wife and how is she different from other footballers’ wives?

1. What reasons does Hazem’s wife give for wearing the scarf?

1. What makes Hazem an ideal role model for the Arabic community?

1. How does Hazem prepare for a match?

1. How did Hazem feel about playing State of Origin?

1. What are Hazem’s goals for the future?

Resource 17

Hazem noticed big differences between his homeland and Australia. What differences did your family notice when they came to live in Australia?

Hazem is admired for his football skills and personal qualities. What skills and personal qualities are you admired for by others?

Hazem thinks family is importing in one’s life. How important is your family to you and why?

Resource 18 – Australian Story episode, ‘A Winger and A Prayer’

Seven Strips – summarising Hazem El Masri’s life

1. Find a partner. Your teacher will give you seven strips of paper (or will give you a piece of A4 paper to cut into seven strips).
2. With your partner, try to think of the seven most important events from Hazem’s life. (You might want to brainstorm these first. Look at your other written work on A Winger and a Prayer.)
3. With your partner, write down each of these important events on one strip (- use one event for each strip).
4. Then place your strips in chronological order (the oldest event first, for example, an event from Hazem’s childhood).

You have now written a summary of Hazem’s life, written on seven strips!

Changing your summary into a biography of Hazem El Masri

Now look at the peer-assessment checklist below. Using the checklist, think about what you need to add to your summary in order for it to become a biography.

Biography checklist

Put an ‘X’ in the column that is most suited

| Does the text … | No | A little bit | Yes! |
| --- | --- | --- | --- |
| Use the third person pronoun (e.g. they, them, their)? |  |  |  |
| Use the past tense (e.g. walked, ran, searched)? |  |  |  |
| Tell the recount in chronological order? |  |  |  |
| Use time connectives (e.g. yesterday, then, after that, finally)? |  |  |  |
| Use adjectives (e.g. dark, windy)? |  |  |  |
| Include the five senses (what Hazem saw, heard, smelt, tasted and touched)? |  |  |  |
| Describe Hazem’s emotions? |  |  |  |
| Use capital letters at the beginning of each sentence and for names/proper nouns? |  |  |  |
| Uses a range of sentence types (simple, compound, complex)? |  |  |  |
| Use punctuation correctly (full stops, commas, apostrophes)? |  |  |  |
| Use correct spelling? |  |  |  |

Things I need to add into my summary to turn it into a biography

Now, re-write the summary that you made, adding in the language features that you need to add in to make it into a biography

Now, ask a partner to check your work again to see if it has the features of a biography.

Biography checklist

Writer’s name Marker’s name

Put an ‘X’ in the column that is most suited

| Does the text … | No | A little bit | Yes! |
| --- | --- | --- | --- |
| Use the third person pronoun (e.g. they, them, their)? |  |  |  |
| Use the past tense (e.g. walked, ran, searched)? |  |  |  |
| Tell the recount in chronological order? |  |  |  |
| Use time connectives (e.g. yesterday, then, after that, finally)? |  |  |  |
| Use adjectives (e.g. dark, windy)? |  |  |  |
| Include the five senses (what Hazem saw, heard, smelt, tasted and touched)? |  |  |  |
| Describe Hazem’s emotions? |  |  |  |
| Use capital letters at the beginning of each sentence and for names/proper nouns? |  |  |  |
| Uses a range of sentence types (simple, compound, complex)? |  |  |  |
| Use punctuation correctly (full stops, commas, apostrophes)? |  |  |  |
| Use correct spelling? |  |  |  |

Comment

Reflection

What was easy about changing your summary into a biography?

What was challenging?

Resource 19 – Animoto – the ‘how-to’ guide

[Animoto](http://www.animoto.com/)

Step 1 – sign up as a new user.

Step 2 – select the ‘Education’ link at the bottom of the page. This will allow teachers and students to create lengthier Animoto clips and students can upload/save in a class folder.

Step 3 – select ‘Apply Now’

Step 4 – complete your school details and use your email account as school email address.

After successfully signing up and creating an ‘Animoto’ account, teachers and students can now create their own ‘Animoto’ video.

Creating a video

Step 1 – select a video style

Step 2 – upload photos or videos

Step 3 – select music to add to your ‘Animoto’ clip. There are a number of options as to where teachers and students can upload their photos and/or videos into their ‘Animoto’ clip. Follow the links and choose according to preference.

Step 4 – finalise your video.

Resource 20 – Anh Do speech video

[YouTube video of Anh Do speech](http://www.youtube.com/watch?v=Ht9VSjXDnZs)

1. What are two details/quotations from Anh Do’s speech that you found interesting/funny/inspiring? Explain your response.

1.

2.

1. Think about your own life. How are your life experiences similar and/or different from Anh Do’s life? Complete the table below.

| Similarities | Differences |
| --- | --- |
|  |  |

1. What kind of person is Anh Do? Look back at resource 3 for a list of words to describe a person.

1. What is the tone of Anh Do’s speech? Look back at resource 13 for a list of words to describe tone. Do you find this surprising? Why?

1. Think about how Anh Do made the viewer interested in his autobiography. Describe two features of his speech that made it interesting (e.g. humour, facial expressions, gestures, language, direct speech, rhetorical questions).

1.

2.

1. This is an autobiographical text, but it’s a bit different from some of the other autobiographies we have read. Anh Do uses the present tense (e.g. “He goes…; He walks…”) rather than the past tense (e.g. “He went…, He walked). Why do you think that he uses the present tense in his speech?

1. Your assessment task is to create an autobiographical text about your own life! What features of Anh Do’s autobiography that you have just watched would you like to include in your multimodal autobiography?

1. What do you think you need to learn in the next few weeks in order to be able to create a really great autobiography?

Resource 21 – ‘The Little Refugee’ three level guide

Level 1 – is this what the composer actually said? Complete the table below.

| Statement | T | F |
| --- | --- | --- |
| 1. Anh Do was born in Vietnam.Quote from the text to support this |  |  |
| 2. Anh and his family lived in a large house.Quote from the text to support this |  |  |
| 3. There was a war in Vietnam.Quote from the text to support this |  |  |
| 4. Anh’s father was fighting against the Australian and American soldiers.Quote from the text to support this |  |  |
| 5. The pirates stole valuable items from the refugees.Quote from the text to support this |  |  |
| 6. Anh found learning English very easy.Quote from the text to support this |  |  |
| 7. Anh’s parents attended the end of Year 4 assembly to see him receive an award.Quote from the text to support this |  |  |
| 8. Anh’s parents taught him to always have hope.Quote from the text to support this |  |  |

Level 2 – is this what the composer meant? Complete the table below

| Statement | T | F |
| --- | --- | --- |
| 7. People who fought alongside the Australian and American soldiers were not allowed to leave Vietnam.Quote from the text to support this |  |  |
| 8. Pirates are compassionate.Quote from the text to support this |  |  |
| 9. Life was easy for the family when they arrived in Australia.Quote from the text to support this |  |  |
| 10. Anh’s parents were very positive people.Quote from the text to support this |  |  |

Level 3 – would the composer support this?

11. Anh Do’s message is that you must always have hope and never give up. True or false?

Explain your answer, quoting from the text.

Resource 22 (for teachers) – ‘The Little Refugee’ visual literacy

Question prompts.

Front cover

* What is the first thing you notice on the cover? (Discuss most salient object – boy in foreground, boy’s demand gaze in relation to connecting with the viewer, boy’s arm as a vector guiding the reader’s eye to the ship in the background.)
* What else do you see? (Background/ship)
* What colours have been used in the background of the picture? (Medium, tone, techniques)
* Why has the composer used these colours?
* Describe the image of the boy (Anh Do). How is he feeling? How do you know?
* How does this image compare with the background image? Extension – discuss contrast, juxtaposition
* Why has the composer used red for the title? (Look back at resource 14 – the Symbolism of Colour)

Opening with the boat on sea and mum holding the boys

* What colours has the composer used for in these pages?
* Why do you think he has used these colours?
* Discuss Anh Do’s image. Look at his eyes. Who is he looking up to? How do you think he feels?
* Discuss use of angles in the images.
* How do the images complement the words in the text?

Opening with pirate and gun

* How is this image constructed to make the pirate appear frightening? (Low angle, close up, exaggerated finger/hand, pirates demand gaze, from Anh’s perspective)
* What does the gun symbolise?
* What tone does the image create? (See resource 13 – symbols, meaning and tone for list of words to describe tone)

Opening with Sydney Opera House and Anh and Khoa

* What do you notice about these images? Why has the composer done this?
* Why is the image of the Opera House/Harbour Bridge included?
* Look at Anh. What is Anh doing in this image? Why?
* What details in the image imply how Khoa is feeling?

Opening with Anh’s parents clapping

* What do you notice first in this image? (Most salient object, foreground/background)
* How does the image complement the text? (Look for words in the text that describe what is seen in the image)

Overall questions

* According to the visuals in this picture book, what kind of person is Anh Do? (See resource 3 – what kind of person am I? for vocabulary to describe a person)
* What is the overall tone of this picture book? (See resource 13 – symbols, meaning, tone for tone words)

Extension visual literacy questions

* Identify one visual that you believe is symbolic in the picture book. What do you think that this image symbolises?
* Choose one page of the text. Describe the tone of the page and how this tone is created through the use of language and visual techniques.

Resource 23 – visual literacy in ‘The Little Refugee’

Complete the table below.

| Image | What do you see | Techniques | Effect |
| --- | --- | --- | --- |
| Front cover |  |  |  |
| Opening with the boat on sea and mum holding the boys |  |  |  |
| Opening with pirate and gun |  |  |  |
| Opening with Sydney Opera House and Anh and Khoa |  |  |  |
| Opening with Anh’s parents clapping |  |  |  |

Resource 24 – ‘The Little Refugee’

by Anh Do and Suzanne Do, illustrated by Bruce Whatley

Seven strips – summarising Anh Do’s early life

1. Find a partner. Your teacher will give you seven strips of paper (or will give you a piece of A4 paper to cut into seven strips).
2. With your partner, try to think of the seven most important events Anh Do’s life. (You might want to brainstorm these first. Look at your other written work on The Little Refugee.)
3. With your partner, write down each of these important events on one strip (use one event for each strip).
4. Then place your strips in chronological order (the oldest event first).

You have now written a summary of Anh Do’s life, written on seven strips!

Changing your summary into a biography of Anh Do

Now look at the peer-marking checklist below. Using the checklist, think about what you need to add to your summary in order for it to become a biography.

Biography checklist

Complete the table below, placing an ‘X’ in the relevant column.

| Does the text … | No | A little bit | Yes! |
| --- | --- | --- | --- |
| Use the third person pronoun (e.g. they, them, their)? |  |  |  |
| Use the past tense (e.g. walked, ran, searched)? |  |  |  |
| Tell the recount in chronological order? |  |  |  |
| Use time connectives (e.g. yesterday, then, after that, finally)? |  |  |  |
| Use adjectives (e.g. dark, windy)? |  |  |  |
| Include the five senses (what Anh saw, heard, smelt, tasted and touched)? |  |  |  |
| Describe Anh’s emotions? |  |  |  |
| Use capital letters at the beginning of each sentence and for names/proper nouns? |  |  |  |
| Uses a range of sentence types (simple, compound, complex)? |  |  |  |
| Use punctuation correctly (full stops, commas, apostrophes)? |  |  |  |
| Use correct spelling? |  |  |  |

Things I need to add into my summary to turn it into a biography

What is the purpose of my biography of Anh Do?

Who do I want to be my audience?

What kind of tone do I want to create?

Now, re-write the summary that you made, adding in the language features that you need to add in to make it into a biography –

Now, ask a partner to check your work again to see if it has the features of a biography.

Biography checklist

Writer’s name Marker’s name

Place an ‘X’ in the relevant column in the table below.

| Does the text … | No | A little bit | Yes! |
| --- | --- | --- | --- |
| Use the third person pronoun (e.g. they, them, their)? |  |  |  |
| Use the past tense (e.g. walked, ran, searched)? |  |  |  |
| Tell the recount in chronological order? |  |  |  |
| Use time connectives (e.g. yesterday, then, after that, finally)? |  |  |  |
| Use adjectives (e.g. dark, windy)? |  |  |  |
| Include the five senses (what Anh saw, heard, smelt, tasted and touched)? |  |  |  |
| Describe Anh’s emotions? |  |  |  |
| Use capital letters at the beginning of each sentence and for names/proper nouns? |  |  |  |
| Uses a range of sentence types (simple, compound, complex)? |  |  |  |
| Use punctuation correctly (full stops, commas, apostrophes)? |  |  |  |
| Use correct spelling? |  |  |  |

Comment

Reflection – what was easy about changing your summary into a biography?

What was challenging?

Resource 25 – pre-reading vocabulary activity (sketch to stretch) for ‘Magical Kabul’

Complete the table below

| Word | My drawing of this word | My explanation | Meaning from another source | Page and/or paragraph |
| --- | --- | --- | --- | --- |
| majestic |  |  |  |  |
| horizon |  |  |  |  |
| envelope |  |  |  |  |
| proclaim |  |  |  |  |
| captivate |  |  |  |  |
| transition |  |  |  |  |
| fled |  |  |  |  |
| establish |  |  |  |  |
| bristling moustache |  |  |  |  |
| naïve opinion |  |  |  |  |
| poverty |  |  |  |  |
| desert |  |  |  |  |
| Persian architecture |  |  |  |  |
| collage |  |  |  |  |
| persevere |  |  |  |  |

Resource 26 – peer checklist

a. Verbal description peer checklist

Speaker’s name Marker’s name

Place an ‘X’ in the relevant column in the table below.

| Does the speaker … | No | A little bit | Yes! |
| --- | --- | --- | --- |
| Use first person pronouns (e.g. I, me, we, us)? |  |  |  |
| Use the past tense (e.g. walked, ran, searched…)? |  |  |  |
| Use adjectives (e.g. dark, windy)? |  |  |  |
| Include the five senses (what they saw, heard, smelled, tasted, touched)? |  |  |  |
| Describe their emotions? |  |  |  |
| Use their voice in an interesting way (varying their volume, pitch, pace, pause and tone)? |  |  |  |
| Use gestures and body language in an interesting way? |  |  |  |

Comment

a. Written description peer checklist

Writer’s name Marker’s name

Place an ‘X’ in the relevant column in the table below.

| Does the writer … | No | A little bit | Yes! |
| --- | --- | --- | --- |
| Use first person pronouns (e.g. I, me, we, us)? |  |  |  |
| Use the past tense (e.g. walked, ran, searched…)? |  |  |  |
| Use adjectives (e.g. dark, windy)? |  |  |  |
| Include the five senses (what they saw, heard, smelled, tasted, touched)? |  |  |  |
| Describe their emotions? |  |  |  |
| Use first person pronouns (e.g. I, me, we, us)? |  |  |  |
| Use capital letters at the beginning of each sentence and for names/proper nouns? |  |  |  |
| Uses a range of sentence types (simple, compound, complex)? |  |  |  |
| Use punctuation correctly (full stops, commas, apostrophes)? |  |  |  |
| Use correct spelling? |  |  |  |

Comment

Resource 27 – ‘Magical Kabul’

By Sabrina Omar.

[An extract of Magical Kabul by Sabrina Omar is available via the Herald Sun](http://www.heraldsun.com.au/news/special-features/the-write-thing-to-do/news-story/ac1482cef98f592fea6068101662d8f6?sv=989175870d53d56ff23463a68381b6bd).

Resource 28 – ‘Majestic Kabul’ three level guide

Level 1 – is this what the composer actually said? Complete the table below.

| Statement | T | F |
| --- | --- | --- |
| 1. The mountains of Kabul are covered with mud houses.Quote from the story to support this |  |  |
| 2. The top Koh-e Television is covered with electronic TV devices.Quote from the story to support this |  |  |
| 3. The narrator was born in Kabul.Quote from the story to support this |  |  |
| 4. Kabul is magical at sunset.Quote from the story to support this |  |  |
| 5. The drive to the top of TV mountain is dangerous.Quote from the story to support this |  |  |
| 6. From the top of TV mountain Kabul looks like a miniature city.Quote from the story to support this |  |  |
| 7. Afghanistan is a country with ancient traditions.Quote from the story to support this |  |  |
| 8. Afghanistan is still a frightening place.Quote from the story to support this |  |  |

Level 2 – is this what the composer meant? Complete the table below

| Statement | T | F |
| --- | --- | --- |
| 7. Kabul’s beauty can only be truly appreciated from the top of the mountain.Quote from the story to support this |  |  |
| 8. Afghanistan is a place providing opportunities for a good life.Quote from the story to support this |  |  |
| 9. Sabrina’s experiences living in Afghanistan gave her a sense of connection to her parents’ country.Quote from the story to support this |  |  |

Level 3 – would the composer support this?

10. A sense of connection for a place can only be established through experiences of traditions, culture and ways of living. True or false?

Explain your answer, quoting from the story

Resource 29 – adjectives in ‘Magical Kabul’

Sabrina Omar uses adjectives to describe her homeland, Kabul.

1. Identify and underline the adjectives in the following extracts below:
2. Imagine a dusty black sky, midnight black streets, and the faint outlines of mountains surrounding the city.
3. Once we were past the shimmering blue mosque, the almost medieval Persian architecture of the pohentum (university) and rows of billboards for ‘Roshan’ phone cards and Coca Cola, and up the first hills of the mountain, the ride got bumpy and dustier.
4. Improve the quality of the following sentences by adding adjectives:
5. The girls and boys played in the park

1. Imagine a dog jumping over a car and landing on its nose

1. Be careful of knives and sticks

1. The sun set behind the hills

1. When the fire died down you could see the stars in the sky

1. The river broke its banks and covered the land

1. Referring to a picture or photo or Google images, glue below an image that depicts the place of your heritage.

Glue your picture here

Referring to the image, write a paragraph about your homeland or the homeland of your parents or grandparents using adjectives to paint pictures in the minds of your readers. Underline the adjectives and share this with the person next to you.

Imagery in ‘Magical Kabul’

Sabrina Omar uses imagery to paint images of Kabul in the minds of her readers. Imagery can include such devices as similes, metaphors and personification.

A simile is a comparison between two things, using like or as, e.g. ‘All the buildings were set out in lines and circles like an enchanting maze.’

A metaphor is a figure of speech that suggests a comparison between two things by identifying one with another, e.g. ‘Large, square plots of cropland were quilted between the buildings.’

Personification is a type of comparison in which things or abstract ideas are treated as if they were human, e.g. ‘As I neared the edge, Kabul unrolled itself below me.’

With a partner or small group, re-write your paragraph about your homeland or the homeland of your parents or grandparents adding similes, metaphors and personification to paint pictures in the minds of your readers. Once you have finished underline a simile, circle a metaphor and highlight the personification. Show your paragraph to your partner.

Extension and enrichment – writing an extended response

In Sabrina Omar’s autobiographical account, we learnt about the homeland of her heritage. Adopting her style of using rich description, write an autobiographical account of one of the following:

* your own experience of returning to visit a country or place of heritage; or
* creating a character who visits their birthplace; or
* creating a character who visits their ancestral homeland; or
* another idea that is negotiated with your teacher.

Plan your ideas below and then write your autobiographical account on a separate page:

Assessment for learning

Read a classmate’s extended response and complete the table below. Tick and make comments about his or her work.

Writer’s name Marker’s name

| Criteria | Achieved? | Comments |
| --- | --- | --- |
| * first person pronoun (e.g. I, me, we, us).
 |  |  |
| * adjectives (e.g. dark, windy)
 |  |  |
| * the five senses (what they saw, heard, smelt, tasted, touched)
 |  |  |
| * use of imagery such as similes, metaphors and personification
 |  |  |
| * full sentences using appropriate punctuation
 |  |  |
| * paragraphs
 |  |  |
| * a range of sentence types (simple, compound, complex)
 |  |  |
| * capital letters at the beginning of each sentence and for names/proper nouns
 |  |  |
| * correct punctuation (full stops, commas, apostrophes)
 |  |  |
| * correct spelling
 |  |  |

Resource 30 – understanding Frida Kahlo

[Frida Kahlo website](https://www.fridakahlo.org/)

1. For what is Frida Kahlo well known?

1. What is her date of birth?
2. What is the date of her death?
3. Where was she born?
4. Whom did Frida marry?
5. What tragic event affected Friday’s life?

Resource 31 – Frida Kahlo and symbolic representations

After carefully considering one of Frida Kahlo’s paintings, answer the following questions on the lines provided.

1. What is the title of the painting?

1. When was the painting composed?

1. What symbols can you identify?

1. What do you think the symbols stand for?

1. What tone is created by these symbols?

1. Explain what you think the painting is about

1. Extension – describe how Frida Kahlo has used symbols to represent herself and her life

Resource 32 – reflection on techniques used in biographies/autobiographies

Think back to all the texts we have looked at during this unit. Think about what makes each of these texts effective and what you might learn from the text as you compose your own multimodal autobiography.

| Text | What kind of person is the main person in this text? | What techniques are used? | What is the tone of this text? | What can I learn from this text in creating my own multimodal autobiography? |
| --- | --- | --- | --- | --- |
| Animoto refugee autobiographies | (Choose 1) |  |  |  |
| My Place – Nadia Wheatley and Donna Rawlins | (Choose 1 of the double spreads) |  |  |  |
| Australian Story episode about Hazem El Masri: A Winger and a Prayer |  |  |  |  |
| The Little Refugee – Anh Do and Suzanne Do, illustrated by Bruce Whatley |  |  |  |  |
| “Magical Kabul” – Sabrina Omar |  |  |  |  |
| Frida Kahlo – self-portraits |  |  |  |  |