SCAN

Curriculum Support Directorate

www.det.nsw.edu.au/schoollibraries

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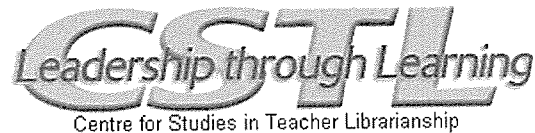NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

SCAN

Vol 19 Number 1 February 2000   Curriculum Support Directorate

From the editor

*2000 brings us a new school year, a new millennium and a new look for **Scan**.*

*Inside you will find a few interesting changes. For example, we no longer carry a separate **Information technology** section. The reason for this is that almost every article in **Scan** addresses any number of information technology issues, reflecting the integration of technology into curriculum. (This is quite amazing; the section was only introduced in **Scan** during 1993!) Another result of this change is that **Reviews of Internet sites**, one of **Scan**'s most frequently turned-to features according to our recent survey, moves to its rightful place amongst other categories in **Resource reviews**.*

Many thanks to those teacher-librarians who regularly photocopy and distribute relevant articles and reviews to the Principal, school executive, information technology specialists, library clerical staff and classroom teachers. We are happy to encourage you to continue doing so. It is an efficient way of informing everyone of the latest initiatives in school libraries and information literacy, and saves your issues from becoming dog eared. Some schools are opting for a second subscription, but please mark your forms carefully to ensure that our database reflects your order accurately.

This issue we highlight the exciting work done by four participating schools in last year's book rap on Brian Caswell's novel, *Maddie*. We hope that the outcomes achieved, and the schools' unique approaches to rapping and collaboration, will tempt even more schools to try a book rap soon. Book raps are readily adapted to suit a wide range of teaching and learning styles.

I hope you enjoy the other **Teaching and learning** articles and find them to be relevant and practical. Representing a cross section of schools, and a stimulating array of strategies, it is always fascinating when articles commissioned separately arrive at the *Scan* office a few days apart and complement each other. I am most grateful to our writers, several of whom met deadlines during one of the busiest times of the school year, and then organised photographs and pro formas to illustrate their work. Thank you all.

Reading the future, our series of speculative articles, continues. This issue, Dr Ross Todd provides a summation paper on the **Virtual conference** about **Student searching on the Internet**. This thought provoking article reflects on the enlightened responses received during the conference, and suggests important implications for teacher-librarians. Later this year, *Scan* will present a series of articles on visual literacy, by respected experts in this field, under our revamped **Reading the future** icon.

The Olympic Games in Sydney may have altered the lengths of school terms this year, but we hope to keep *Scan* on course. Issue no 1 usually arrives late in Term One and you can expect three more issues of *Scan* in 2000. These are due in schools in Week 4 of each term. Anticipated dates are always announced in the *Scan* pages of the **School libraries: empowering learning** web site. Thank you for joining us.

Ian McLean

Currents

Michelle Ellis is Manager SCIS/ Scan, Library and Information Literacy.

Welcome back to *Scan* in 2000. The year, like its beginning, promises to be an exciting one for us all.

Each year teacher-librarians in New South Wales schools need to be aware of the Departmental priorities. The NSW Department of Education and Training has released the strategic directions for the Department. They are outlined in an overarching plan called *Education and Training 2000 - 2002*. Sector plans are provided for both public Schools and TAFE (Technical and Further Education). The statement can be found on the Departmental intranet at:

www.intranet.dse.nsw.edu.au/stand.cgi/dse/D5.0/strategic/edutran.htm

or by following the following path from the *Network for Education* intranet home page: **Dept**, then **The Department planning & reporting**, then **Education and Training 2000-2002**.

It is important that, as well as reading the **NSW public schools** sector strategic directions, the **TAFE NSW** strategic directions are also read. It is clear that the next three years will be a consolidation of the '99 priorities: Literacy; Numeracy; Technology; and Vocational learning. These are the areas around which a *School Library Management Plan* should be based.

School libraries: empowering learning

The web site at **www.det.nsw.edu.au/schoollibraries** will continue to grow in 2000. In the **Teaching and learning** section, planning is well under way for the *My girrugundji* **book rap**. This rap will be for both primary Stage 3 (Years 5-6) and secondary Stage 4 (Years 7-8) students. This is a joint project between the Library and Information Literacy team and the Aboriginal Studies team. As with previous book raps, support material will be developed for both Stages 3 and 4 and published on the web site.

Previous book raps on *Sailing home* and *Maddie* have been very successful. In order to build on the success of these **book raps**, and the support material developed for them, the Library and Information Literacy team will be creating training and development packages to accompany the material. Look for these on the web site during first term 2000.

The **Virtual conference**, also within **Teaching and learning**, proved to be a success. Two virtual conferences will be conducted next year. The topics are still under consideration but literacy will be a main focus. Virtual conferences are an exciting way to participate in professional development and expand expertise with technology.

The **District networks** section of the web site has had an unexpectedly slow genesis. By the time you read *Scan*, however, the District pages should be working as they were planned. Use these pages to find the contact people in your district, the venue for the next district meeting, and what topics will be on the professional development agenda. This will be a collaborative project with the district committees who will be posting the information about the district professional development activities to the web pages.

District networks are a very important part of professional development for teacher-librarians. Over the last couple of years, I have been very privileged to be invited to participate in professional development activities organised by district networks. This year will again give the opportunity to meet and work with teacher-librarians. Many of the articles you read in *Scan* are the result of visits to Districts, where I am able to hear about the excellent work that is happening in schools. I look forward to this continued involvement with district teacher-librarian networks and hope to meet with many of you in 2000.

Book raps: be tempted
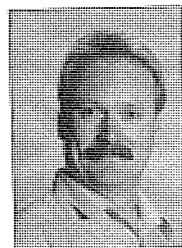
*Conducted via electronic mail, a book rap can be an effective strategy for integrating technology with teaching and learning to achieve literacy outcomes. **Bill Bowie**, English teacher at Dulwich High School, and teacher-librarian **Guri MacKinnon** were the hosts of the recent **Maddie book rap** on the **School libraries: empowering learning** web site.*

Following this introductory article are unique perspectives from several participating schools: Barham High; Deniliquin North Public; and Hay War Memorial High.

To say that the *Maddie* book rap has been the best thing since sliced bread is perhaps a little hyperbolous, but it must be up there with *Santa online, The Easter Bunny online* and *Newsday* as one of the best ways of incorporating information technology into literacy activities. Book raps inspire students to write happily of their personal responses to literature, for a real life purpose, to an audience of their peers both known and unknown.

Indeed, the teaching and learning potential inherent in book raps is one of the reasons we agreed to host the *Maddie* book rap. As hosts, we were able to select the text, so we chose a novel that was already planned to be studied with our Year 7 class. We developed the unit around the thematic approach of friendship, and were able to read and study *Maddie* with our students well before the rap started. The basketball motif from the book was another useful influence.

The book rap itself became a wonderful extension to class work that incorporated word processing, group work, email and other aspects of the Internet. To view the **Program and planning** tables and other online material developed as teacher support for this rap, go to: www.det.nsw.edu.au/schoollibraries (Click on **Teaching and learning**, then **Book rap – Maddie**).

Schools joining Dulwich High for the *Maddie* book rap included:
- Barham High
- Birrong Public
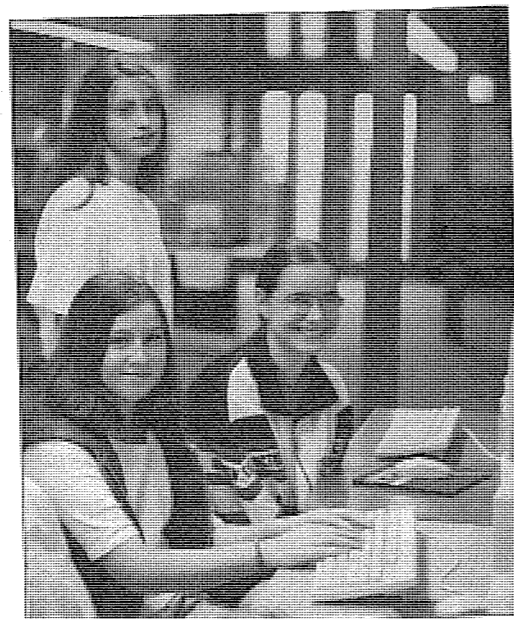
Dulwich High students upload a group response to the listserv.

- Birrong Girls' High
- Bundanoon Public
- Casula High
- Deniliquin High
- Deniliquin North Public
- Engadine High
- Engadine West Public
- Hay War Memorial High
- Academy of Mary Immaculate, Fitzroy, Victoria
- Moreton Bay College, Queensland
- St Peter's Lutheran College, Indooroopilly, Queensland

Rapping online and offline

Choosing to employ open ended questions and tasks for the rap points, as those most likely to elicit substantial responses, we were certainly not disappointed. It is an important aspect of rapping that an enormous amount of work with the students goes on *offline*. It is only the final email response to each rap point that is shared with other schools.

Participating schools chose from the range of activities those which suited their needs and still managed to engage in the rap. At Dulwich High, in the weeks preceding this book rap, students in 7W read *Maddie* and completed readers' diaries. They also worked on a short study guide to

consolidate their knowledge, and open up paths of a speculative nature, on the theme of friendship as it affects them in their daily lives.

Collaboration

Another reason for participating in a book rap is the scope for close collaboration between classroom teacher and teacher-librarian before and during the rap. In our particular case, the failure of the computer network at our school limited our cooperative efforts to preplanning and some writing. Happily, we still had access to email!

While other teacher-librarians and teachers in other schools worked on visiting and viewing *The friendship page* on the Internet, and constructing their own web sites based on characters from *Maddie*, we found ourselves concentrating on those activities normally restricted to the classroom. There was much discussing, drafting, editing and publishing of responses to the rap, as downloaded by us and photocopied for members of 7W.

The schools also took full advantage of author Brian Caswell's extremely generous interest in the rap to engage the students further. Brian was invited to be a special guest participant, and his introductory message hit just the right note of friendly interest to encourage students to write. And write they did: to him and to each other. Here is an example of one exchange that was shared on the rap:

Hey rappers,

The Library Loonies would like to point out that we think Ba Ngoai's message about the path of the open hand is a great lesson to be learnt. We have come up with the following options of the open and closed hand. The open hand is positive and the closed is negative. We have a glass half full of water. The open hand looks at it as half full whereas the closed looks at it as half empty. See what we mean?

The open hand wants to see and experience new things yet the closed one doesn't.

*With the open hand we can give and receive but a closed hand can only take. Also, the open hand points to the future - try it. Open your hand flat and you will see that your fingers point forwards. Now close your hand into a tight fist. Your fingers are either pointing down into the palm of your hand or they are pointing towards you…*

That's where the Library Loonies sign off for now. See ya later.

The Library Loonies,
St Peter's Lutheran College

Dear L.L.s,

Great response. You have the whole open/closed hand philosophy nailed down really well. Now all you have to do is live it.

Keep rapping,

Brian

Achieving Stage 4 literacy outcomes

While technical problems may have denied Dulwich High students the immediacy of the 'Net experience during the book rap, we could still interact in small groups, write for a real audience, and word process for downloading to the rap later.

Stage 4 spoken language outcome

Students should be able to listen and respond sensitively to each other's experiences and feelings.

Stage 4 reading outcomes

Students should be able to:
- enjoy and respond perceptively to what they read in a wide range of contexts
- recommend texts to other readers
- extend their comprehension beyond the literal to the inferential and creative.

Stage 4 writing outcomes

Students should be able to:
- use writing for such personal, intellectual and social purposes as self exploration, investigation of the world, formulating ideas and logical thinking, and arguing and exposition

- identify audience so as to write appropriately for particular readers such as self, peers, a younger person, a trusted adult or teacher as assessor.
- respond thoughtfully to each other's writing.

(Subject outcomes English Years 7-12)

The students were also able to investigate the nature of text types, such as book reviews and email messages, to a quite satisfying degree.

One heartening and unexpected success story from Dulwich High concerns a particular Year 7 student, who had experienced bullying and ostracism in the past. This student may not have become an expert web designer during the *Maddie* book rap, but he did find a sincere and generous audience for his writing about an intensely personal experience. ("Students should be able to share thoughts about and feelings towards literature through discussion and/or exploratory writing", Stage 4 literature outcome, *Subject outcomes English Years 7-12*.)

The rap also inspired students to read other Brian Caswell novels:

Dear Brian,

*Thanks for your response to our letter! I really enjoyed reading **Lisdalia**. I finally got a copy from our local library. It was very interesting and I can really relate to it.*

I would really like to know whether any of your stories in the series are based on true life experience. Or were they entirely created?

Once again, thanks for your message. CYA!

Tiago,
Dulwich High.

We do wonder how many other participating schools experienced similar results.

We think we'll give Brian the last word:

Dear Rappers,

*It's been a great experience to share a rap on **Maddie**. I was very impressed with your thoughtful responses, your insightful comments and questions and your sense of humour. Hope we can do it again sometime.*

Brian

The Maddie book rap at Barham High School
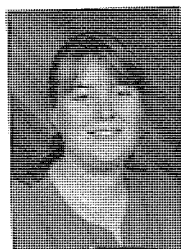
At Barham High School, this book rap was an extension project for English and included some students from the school's Gifted and Talented program.

Kaylene Taylor is the teacher-librarian.

Just before Term Three, students in Year 7 at Barham High School were informed that a new, exciting, technology based project that would soon be conducted in the library for eight selected students.

After consultation with the English staff, it was determined that one class would be represented in the *Maddie* book rap by four students, chosen by their classroom teachers. The other class went through an application process to join the group. These students were asked to write, in half an A4 page, what they thought they would get out of the project, and how willing they were to commit to giving up their own time, regularly, during the term.

Dear Mrs Taylor,

I would like to take part in the Maddie book rap with other Year 7 students. I will benefit from this program because you said the book writes about multiculturalism and I will broaden my knowledge in another area. I would really enjoy it and am willing to give up a few recesses if needed as the program runs for a few weeks.

Toni

Dear Mrs Taylor,

I'm writing to you, as I am interested in the English extension work on the Internet… and reading is one of my loves. I know I will enjoy and get a lot of benefit from this activity. I hope you will consider me for this program, as it sounds interesting and exciting.

Heidi

During the last few weeks of Term Three, and over the school holidays, the students read Brian Caswell's *Maddie* individually. In Week One, Term Four, we met as a group and wrote down all the things that we could remember, and thought important, about *Maddie*.

We commandeered a display board on wheels and put it, literally, in the middle of the library. Here, the students put up their notes and a large rap map of Australia (which took extra time, as we needed to do a crash refresher course on using the index of an atlas) as the rap continued. Many other students asked questions about the rap and took an interest in the work we kept adding to the display.

Problem solving

The students participated in the rap with enthusiasm and our skills as a group grew. We ran into one technology based problem: on a number of occasions, we were unable to connect to the Internet during our timetabled lesson together. This meant that we were often lagged behind other schools in sending our responses to the rap points. I eventually decided to print out the incoming messages at home, or at school when we were able to connect, so that the students could keep up with the discussions taking place. I decided not to send the email responses on behalf of the group, as I felt that this was an important skill that the students needed to develop.

We met as a group once a week, on a Friday for 52 minutes, and we achieved great things! Discussions on issues in the novel were prompted by other schools' messages to the rap. When we realised we also needed to check the incoming messages at other times, the students organised a recess roster, whereby pairs of students came to the library to print out the messages and add them to our *Maddie* folder. The other members of the group then read these messages during the week, when they were in the library, usually at lunchtime. This was effective in terms of time management, as it meant that we were not trying to absorb a whole week's messages in one session. It also allowed us to concentrate on preparing our responses to rap points and emailing them to the listserv.

> **The students organised a recess roster, whereby pairs of students came to the library to print out the messages.**

Group decisions

Of all the rap points that we enjoyed addressing, the book review writing activity was, by far, the most popular. This was for two main reasons. The students discovered *Scan* and enjoyed looking at the Internet and resource reviews from 1999. Also, the deconstruction of a model review helped the students to create what was required: a review of *Maddie*. This guided deconstruction activity provided students with the scaffold by which they produced their own, group book review to *Scan*'s standards. The students were able to critically analyse and respond to a novel in a modelled way that reinforced the response text type.

CASWELL, Brian
Maddie.
University of Queensland Press, 1995
(UQP storybridge)
ISBN 0702227358

Don't judge a book by its cover. Maddie was too young to remember their terrible ordeal, but Minh, Maddie's older brother and her aunt and uncle can remember everything. They're Vietnamese refugees. Ten or eleven years later, Maddie is in High School. She's got friends and is successful in school. Her brother is totally opposite, and finds it hard to get friends. The ones that he's got aren't worth having.

Unlike his sister he is not very successful at school. As a matter of fact he was kicked out. The only thing he liked apart from family is basketball. He has very disturbing dreams each night. He is always fighting with both words and fists. He also fights with the family meaning his Aunt Linda and Uncle Steve. He would never hurt Maddie or let anyone else. One of the fights resulted with him leaving home and living in a friend's shed for a short period of time. In that time he was accused of being in a car that had first been stolen and then smashed up. Maddie and her friends, Lisdalia, Mike and Nanh, just know he's innocent, only they have to prove it, and win a basketball match at the same time. Will Minh go to jail? Will his innocence be proved? Brian Caswell's novel is excellently written, with a different character telling each chapter.

USER LEVEL: Readers of the book should be in the age group of eleven to fourteen years.

EVAL: :-) :-) :-) :-)/ 5
(4/5)   SCIS 842555

At the conclusion of reading the novel, we discussed the imagery used by Brian Caswell in concluding the novel. As a group, the students felt that Ba Ngoai's temple symbolised everything that the novel was trying to achieve. Through the temple's placement in the middle of Boundary Park it: fitted in; was acceptable and respected; showed consideration of other beliefs and religions; and was protected by the "brightly-coloured dragon statues beside the front entrance" (Caswell, p 124). The students discussed the dragons as having a position similar to a guard dog.

> **As a teacher of English, and a teacher-librarian, I feel that these were significant demonstrations of students' abilities to learn about other cultures and customs via literature**

As a teacher of English, and a teacher-librarian, I feel that these were significant demonstrations of students' abilities to learn about other cultures and customs via literature. In an isolated town of 1200, in a school of 260 students with only one from a non Anglo Celtic background, *Maddie* has certainly helped to expose our students to the issues pertaining to multiculturalism.

Wants:
• More copies of Maddie
• More time together
• Less interruptions

Likes:
• Small group
• Using the Internet
• Learning new skills, including emailing
• Missing class
• Party when we finished the rap
• Short book, not hard to follow

Above: Group lists evaluating the rap

Celebrating success

After completing the *Maddie* book rap, the classroom teachers who had 'lent' me their students were invited to an awards ceremony (with chocolate cake and Tim Tams) in the library. This event gave the teachers an opportunity to discuss with me the upcoming *My girragundji* book rap on *School libraries: empowering learning*, and the timetabling implications for next year.

Most importantly, the culmination ceremony gave the eight student book rappers a chance to demonstrate their enthusiasm and new skills. After our party, in true *Maddie* fashion, we jointly constructed an article to go into the next school newsletter promoting the book rap and outlining our achievements. ■

Students of Barham High celebrated the Rap Wrap Up with certificates and Tim Tams.

Maddie: a perspective from Deniliquin North Public School
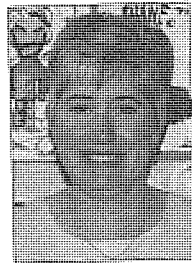
*Students from Year 6 at Deniliquin North Public School were enthusiastic participants in the **Maddie book rap**. **Anne Sinclair**, the teacher-librarian, discovered the educational benefits of book raps whilst undertaking the School Based Training Course for Teacher-Librarians, an initiative of Training and Development Directorate.*

'Book raps as an effective teaching and learning strategy' was one of the topics discussed at the residential portion of the 1999 School Based Training Course for teacher-librarians. I had all intentions of returning to the school and participating in one, but became so caught up in the everyday dramas of a school, that I missed the start of it. "Too late now," I thought.

I was again reminded of book raps at a recent Deniliquin District library conference. Michelle Ellis, Senior Curriculum Adviser, Library and Information Literacy, spoke about the wonderful results of the *Sailing home* **book rap**, enthusing us all. I was determined that my students and I would not miss out on the next one. Most of Year 6 was off to Canberra for a week so I asked my Principal if I could work with the leftover students and some Year 5s from two composite classes. Twenty students joined the *Maddie* **book rap** and what a rewarding experience it turned out to be!

Preparing to rap

The first thing I did was to print off the unit of work, as prepared by Bill Bowie and Guri Mackinnon and supplied on the *School libraries: empowering learning* web site. I used this as my guide, adding different outcomes and activities that were appropriate for primary students working towards Stage 3 outcomes. One problem we faced was that I was unable to download the blackline worksheets accompanying the rap. With the help of a colleague we deciphered the small print online and designed our own version of the *Friendship map*.

I finished reading the book to the students, then showed them how the school's email program worked so they could download all the introductions from the participating schools. The students were able to draw on their prior experience with email; their regular classes had been shown how to create a class *Hotmail* account and had regularly conversed via the Internet with students at Oak Flats Public School in Wollongong.

We also investigated the information on 'rap lingo' so that the students could understand the specialised terminology

> **The students were able to draw on their prior experience with email.**

being used. Group reporters were chosen, who were responsible for checking the emails in the library every morning before school. They also sent our emails to the rap listserv.

Let the rapping begin

In Rap Point 1, we used mostly the students' own experiences with friendship and how that related to the characters in *Maddie*. They investigated *The friendship page* on the Internet and developed their definitions further. By completing the *Friendship map* pro forma and discussing in groups, the students were able to clearly clarify their responses to the rap point. Our reporters collated the groups' responses and emailed the responses.

In the second rap point, which inspired great enthusiasm in the participants, we investigated the characters in more detail, and how they interacted with each other. The majority liked the way Caswell told the story as a series of vignettes, and through the eyes of different characters, so that we had a greater insight into their lives. However, a small number of Deniliquin North students found this literary device a very difficult concept to follow.

To assist the students, I provided character analysis sheets to make them really think about the characters. There was also an opportunity to illustrate one of the characters in

Reporters from Deniliquin North download a batch of email.

Maddie. A sheet of human facial characteristics, and a variety of reference books, helped the groups to decide on features that would be suitable for Maddie and Minh.

Rap rewards

Reading the other schools' responses was exciting; the students enthusiastically shared how they agreed and disagreed. I noticed that the students had begun to develop additions to the rap language. For example, when signing emails, they might say: "That wraps it up for now." Even author Brian Caswell joined in the fun with "CYAL8R." Of course, this one had to be explained to me; I ignored the bewildered looks on the students' faces whilst they gave me the explanation.

When putting together a letter to Brian Caswell, we did some research into his life by exploring the author's personal web page, *Alienzones*, and reading reviews of other stories he had written. The students wrote down what they thought of *Maddie* and brainstormed questions they would like to ask. We soon had plenty of questions but all one group of boys could say of the book was that "it was boring". To develop their responses, I put them "on the spot" and urged them to justify their statements orally. This enabled these students to develop their arguments and also the language that was used. Introducing the terms "realism" and "escapism", I noticed that, soon after, all of the students started using these terms in context in their responses.

We were all thrilled when Brian Caswell responded to the students' questions and criticisms. He showed that he took seriously what they had to say, and he answered their questions in detail. This part of the rap was thought by the students to be the most rewarding.

In Rap Point 3, the group found it fairly easy to rate the friendships in *Maddie* because at this stage they felt that they knew the characters in depth. After deconstructing some *Scan* book

Deniliquin North primary students brainstorm a reply to the book rap.

reviews, the students were able to put together their own review of *Maddie*. The results showed that they now had more of an insight into the story than they had shown at the beginning. They were able to express their opinions in a more mature fashion.

One usually reluctant boy came up to me quietly, on the side, and asked if we could "do more book reviews where you could write what you thought and not what the teacher thought". He had really enjoyed putting his own ideas down on paper, even if he did prefer to read Alistair MacLean novels.

By participating in this book rap, the students achieved outcomes from the English syllabus and other key learning areas. These included:

The students also further developed their skills in technology through: searching for information on the Internet; using a word processing

> RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience
> (English K-6, Stage 3 outcomes)
>
> Describes different cultural influences and their contribution to Australian identities.
> (Human society and its environment K-6, Stage 3 outcome)

program to type up their responses; and using email to communicate with others.

Rap wrap up

The results of this book rap were presented at a staff meeting, and much interest was shown about classes participating in next year's book raps. I would strongly suggest that book raps be done as a collaborative activity, by the class teacher (or English teacher in the case of secondary schools) working with the teacher-librarian. Our students also wanted more of an opportunity to participate in the actual emailing; doing rap points with one's own class might make this easier.

We look forward to meeting everyone again next year with the book rap for *My girragundji* on *School libraries: empowering learning.*

> TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition
>
> TS3.4 Evaluates the organisational patterns of some more challenging spoken texts and some characteristic language features
>
> RS3.5 Reads independently an extensive range of texts with increasing content and demands and respond to themes and issues

Book rapping at Hay War Memorial High School

*Our final perspective is from **Anne Longworth**. A teacher-librarian at Hay War Memorial High School, Anne worked with a small group of Year 7 and Year 8 students who represented their school in the **Maddie book rap**.*

The Hay students in the *Maddie* book rap group have just completed their rap reflection sheets and emailed a collective response to the rap wrap up. This book rap has been an invaluable learning experience for these students in a small, isolated rural secondary school.

Having heard about this particular book rap at a district teacher-librarians' network meeting towards the end of Term Three, I saw this strategy as one effective way to integrate technology into the wide reading program run at the school. Seven students, from a Year 7 and a Year 8 class, were selected by their English teachers.

Preparing to rap

At first, we had just one copy of the novel in the library, so it was necessary to order more books. We hoped to get them before the holidays. As things happened, some books arrived in the first week of Term Four and some a week later. Although not all students had read the novel before the book rap began, they continued to share the copies and read as quickly as they could. A Year 7 excursion added an extra challenge to sharing the copies.

All the information from the *School libraries: empowering learning* web site was printed off and distributed to each member of the group and the two English teachers. This allowed the students to: keep a book rap folder; be informed about each step in the process; and be able to plan so that they could work at home. For this project, we relied heavily on the work done at home as the students' initial preparation for group discussions and writing. These activities led to the joint construction they prepared during the allocated period to email. The *Friendship map*, *Zone map* and *Game plan* pro formas were invaluable for focussing discussion and writing. The students liked this structure and it seemed to be the best way to use the limited time we had.

Meeting challenges

Initially the book rap sessions were to be held during lunchtimes. It became obvious very early into the rap that this was not the best time. The students then discovered that they both had English at the same time one period per week, so they approached their English teachers to seek permission to take part in the **book rap** during this time. This proved to be a successful arrangement.

At no stage did the technology let us down; time constraints were more of a challenge for us to overcome. It became a case of committing ourselves to the project and getting as involved as time allowed. It was certainly worth the effort.

> **Time constraints were a challenge…**
>
> **It became a case of committing**
>
> **ourselves to the project and getting**
>
> **as involved as time allowed.**

The students sent their introductory email to the listserv quite late, as they were somewhat nervous about the form it should take. They preferred to see how some of the other groups introduced themselves before committing themselves to the world.

Friendship and feedback

The first rap point involved investigating friendships in the novel *Maddie*, exploring the concept via *The friendship page* web site, and discussing friendships in general. For us, this pinpointed the time that the rap really came alive for the students.

> **Writing outcome:**
> Students should be able to respond thoughtfully to each other's writing.
>
> **Spoken language outcome:**
> Students should be able to listen and respond sensitively to each other's experiences and feelings.
> **(Stage 4 English outcomes)**

The depth and maturity of their discussion was very pleasing, as it could have been very threatening to expose their thoughts about friendship to students outside their class group. Being able to listen, and respond sensitively, to each other's experiences and feelings was one of the highlights of the way the grouped worked together.

The next day the students received an email reply to their rap point response from Brian Caswell himself. This certainly helped to build their confidence about being involved in the rap, and validated their responses to the novel. For some of the students, this had been their first experience with email. We also investigated email as a text type with its own conventions, audience and purpose. This is now something with which most of them wish to get further involved.

Achieving outcomes

The students were able to articulate clearly their learning outcomes during the rap wrap up and on their rap reflection sheets. They were able to enjoy and respond perceptively to what they had read, and had widened their reading

experience in terms of the theme and the episodic nature of the novel.

Dear Rappers,

This could be our final message.

This is what we learnt from the rap: how to cooperate with others; multiculturalism; how to send emails; how to work with girls; how to work with boys(!); and reading a book that we probably would never have picked up before.

The good things about being in the book rap were: missing out on a normal English period; working with kids in a different year; and we also learnt to read a book without skipping chapters. It was also cool to get a response from Brian Caswell. We really liked the idea of Brian being involved.

The things we would like to get better at and learn more about are: sending email; using the Internet more to talk to other people and to research stuff; and in particular talking to girls!

We were a bit skeptical at first about this book rap but now that we are experienced in the area we are looking forward to the next book rap. We think that a movie rap would be a good idea, as long as it was an action packed blockbuster with Harrison Ford. It's been good to talk to everyone involved in the book rap.

See ya!

Hay War Memorial High School Book Rappers Inc.

In preparing their joint constructions, the students were able to identify their audience and write appropriately for a particular group. They were able to listen and respond sensitively to each other's experiences and feelings. With others in the group, each student was able use various strategies to edit and proofread his or her writing. (Stage 4, *Subject outcomes English 7-12* and Stage 4, *Computer-based technologies in the English KLA*, p 13).

In the words of a Year 7 student, "We read a book we would not normally have read." The students felt that, through their involvement in the rap, they had broadened their reading experience. They all actually finished the novel and, by sharing in the responses from other schools, they were able to read and discuss it quite deeply.

Learning together

Working as a group on a novel with a multicultural theme made a big impression on these students.

They wanted to learn more about boat people. The students also stated that they enjoyed the experience of working with another year group within their own school, in what one Year 8 student described as a "different kind of English lesson". They were impressed with the range of responses from other schools about the same rap point.

The book rap worked for us because of the mutual interest and curiosity between the English teachers, the teacher-librarian and the students. Everyone was prepared to give it a go and, with this attitude, we quickly overcame the challenges of compacted timelines and inexperience with the technologies involved. The idea of becoming involved in more book raps, either within the school through internal email or through such avenues as *School libraries: empowering learning* has caught the imagination of the rest of the English staff.

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My girragundji book rap

The **My girragundji book rap** (featuring the 1999 Children's Book Council award winner for Fiction Younger) will take place on *School libraries: empowering learning* in Term Two, 2000. We will do this in partnership with the Aboriginal Studies team and the rap will be relevant to Stage 3 and Stage 4 students. The accompanying *Teacher rap* will support classroom management and specific issues.

The **My girragundji book rap** will be excitingly different and incorporate a range of HSIE and literacy outcomes. We welcome your participation. Please mark it on your planning schedule!

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Achieving literacy and history outcomes through a study of Ancient Egypt

In 1999, the introduction of the History Stages 4-5 syllabus provided numerous opportunities for Wiley Park Girls' High School to consolidate their successful collaborative practices. Several units of work developed at the school were included in the recent Departmental document **A guide for school literacy support teams**.

With 98% of the students coming from non English speaking backgrounds (NESB), the school uses targeted funds to employ an in-school literacy consultant. **Julie Dodd** is a science teacher and the 0.4 literacy consultant. Julie's role is to provide professional development and support for staff in the development of literacy strategies to be integrated into faculty programs. **Mary Parkin**, as teacher-librarian, works closely with teachers.

The new *History Stages 4/5 syllabus* provided the impetus for this school to focus on the teaching of literacy in history, and meant that a large group of people would be involved collaboratively in the preparation of a unit of work that would:

- meet the needs of the new syllabus
- provide the opportunity for teachers to interact with the new syllabus in a practical way
- trial a process of setting an independent research project following the information process that could be applied across key learning areas.

The unit presented in this article was developed for mixed ability students in Years 7 and 8 history classes. *Ancient Egypt* was prepared by: Year 7 history teachers; Melinda Feld (Head Teacher History); the in-school literacy consultant; and the teacher-librarian. It followed a unit of work called *Introducing history*.

The history teachers indicated what skills and content they wanted their students to develop and learn, and then worked with the in-school literacy consultant to develop literacy activities to support the students.

The teacher-librarian helped to develop guided worksheets to direct students in the use of keywords, indexes, tables of contents, etc, and in the taking of notes.

The task supported the students by explicitly detailing each step in the information process.

Scaffolding research for student success

The teacher-librarian also worked collaboratively with the in-school literacy consultant to devise a research task that used the skills developed throughout the topic. The task was designed to follow the steps in the information process: defining; locating; selecting; organising; presenting; and assessing. The task supported the students by explicitly detailing each step in the process. Students were required to assess their performance at each stage through a checklist, and were encouraged to seek teacher guidance at each step of the process.

However, this research component was preceded by several explicit and planned activities to: build field knowledge on Ancient Egypt; model appropriate text types; give practice at joint construction of text, and provide scaffolds in notetaking.

Building the field

As part of our strategy for explicit teaching, field building sessions were planned which included:

- literacy activities to familiarise students with the vocabulary of the topic that students would encounter in their research (eg 'pharaoh', 'pyramid', 'tomb', 'afterlife', 'reincarnated', 'mummy', 'temple', 'embalming', etc)
- mapping exercises and timeline activities to develop students' skills in reading visual and written information provided by maps, diagram keys, labels and timelines. The maps used showed the location of Ancient Egypt, and places that would be mentioned in the research, such as Giza and the Valley of the Kings. The timeline placed Ancient Egypt along a continuum and compared events in relation to other ancient societies.

Modelling text

The text type of descriptive report (*People of Ancient Egypt*) was modelled for the students. In these lessons, the students examined the structure and language features of a descriptive report. An important focus was on the use and structure of paragraphs. It was also required that we emphasised the use of technical language in such a report.

Joint construction of text

A jigsaw activity was undertaken. This involved notetaking in groups, and construction of a paragraph to be included in a whole class report on *Farming in Ancient Egypt*.

Notetaking

A scaffolded notetaking exercise was presented in which the students answered focus questions using Internet sites and a range of library resources. The intention was to draw attention to the use of indexes, contents pages and keywords for the purposes of taking relevant, effective research notes.

Towards independence

After experiencing all of these directed activities, the students were then presented with their independent research task. The aims for the student were outlined at the beginning of the task.

For teachers, the aims were to:

- set up a detailed pro forma that could be used in other key learning areas to support students in the understanding of the information process and the demands of an independent research project in high school
- write assignments which are constructed so that students can achieve success
- provide a way in which teachers could assist students to clarify and strengthen their independent research skills
- determine where problems occurred for students in the information process so that further support could be offered.

Stage 4 outcomes

Through the teaching and learning activities of this unit, a student:

M4.1 identifies major historical periods in chronological order

M4.5 explains the importance of different cultural practices, groups, personalities, events and forces within a specific society or period

M4.8 uses historical terms in appropriate contexts

M4.11 locates, selects and organises simple historical information from a variety of sources, utilising technological and other processes to address simple historical problems and issues

M4.13 uses appropriate written, oral and graphic forms to communicate clearly for specific purposes to familiar audiences in structured situations

M4.14 creates texts using evidence to retell, describe, explain and argue, with guidance.

(*History stages 4-5 syllabus*, 1999, p 14)

Defining

The answers to the focus questions will become the main information in the assignment. A key word can be used to look up indexes and encyclopedias, or search the Internet and CD-ROMs.

Colour code the mind map. Colour each focus question and its key words in a different colour:

afterlife

What did Ancient Egyptians believe happened to them when they died?

coffin

tomb

mummification

canopic jars

natron salt

Where were the mummies placed?

How were Egyptian bodies prepared for the afterlife?

sarcophagus

pyramids

Ancient Egyptians and the world beyond

embalming

opening of the mouth

Anubis

What posessions did the Egyptians need to take with them on their journey to the afterlife?

How did the Ancient Egyptians make their journey to the afterlife?

burial customs

shabti

weighing of the heart

Anubis

funery texts

Osiris

Book of the dead

Locating

In what section of the library will you find books on the Ancient Egyptians? Write the Dewey number of this section: _____

- Use the tables of contents and indexes of suitable books, encyclopedias and CD-ROMs to complete the table below.
- Skim and scan the pages and record the key words and page numbers.
- Record any suitable web sites.
- You must use at least three different references.

Reference	Key words	Page numbers

Year 7/8 History: Research task checklist

Below is a checklist for you to follow to assess how well you have completed this task:

Research journal

☐ I have colour coded the mind map (Defining)

☐ I have shown the locations of my references for this assignment

☐ I have selected relevant information in note form to answer each focus question

☐ I have written a draft from my notes

☐ I have edited my draft for spelling and punctuation and checked that my sentences make sense.

Final presentation

☐ I have a title page with my name and class clearly stated on it

☐ My information is set out clearly in sections that relate to the focus questions

☐ I have answered all the focus questions using relevant information from my notetaking

☐ I have chosen relevant pictures and hand drawings to illustrate my work

☐ My final presentation is neat and legible and has accurate spelling, punctuation and paragraphs.

Knowledge

☐ I have learnt about the Ancient Egyptians' belief in the afterlife

☐ I have learnt about the process of mummification

☐ I have learnt about the funery texts such as *The book of the Dead*

☐ I have learnt about the burial customs of the Ancient Egyptians

☐ I have learnt about the pyramids and why they were built.

Evaluating to inform future planning

All students achieved a large degree of success in terms of their confidence in using the library resources appropriately. Students of lower reading abilities could achieve intended outcomes using this structure because the information skills, not just the end product, were assessed.

Students were able to locate and select appropriate information even if they had difficulty in expressing this information in cohesive paragraphs. More motivated students, who had continually sought teacher guidance, felt that they had done well and this was reflected in their teacher's assessment.

The structure for developing independent research skills, as described in this article, was later successfully adopted by the science faculty for a research unit about volcanoes. Students in the same grade commented on the similarities between the *Ancient Egypt* and *Volcanoes* research tasks and stated that they were comfortable working with the format. The students were able to consolidate skills, particularly those of locating and selecting, developed in the history research task and were able to concentrate on developing further skills such as organising their information into cohesive paragraphs. ▨

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KOALA (Kids Own Australian Literature Awards):
a purpose for reading, talking and listening
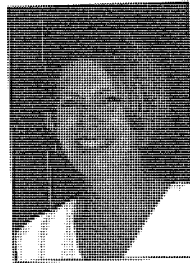
Lucas Heights Community School has two teacher-librarians who work collaboratively with teachers.

Jenny Williams *was appointed to the K-6 position and **Chris Nelson** to the Years 7-12 position. Jenny and Chris have developed some successful strategies for incorporating the annual **Kids Own Australian Literature Awards (KOALA)** in the whole school literacy plan. The KOALAs have also helped to strengthen links with the wider community, including the local public library.*

L ocated in the newly developed Menai area in southern Sydney, Lucas Heights Community School is a Kindergarten to Year 12 school. It was established in 1992 with 56 Year 7 students and thirteen staff. Since then, the school enrolment has grown to 1300 students K-12 with a staff of 105.

One school, two teacher-librarians

One large school library serves the entire school population. Two teacher-librarians work cooperatively to manage this library. Their Years K-6 and 7-12 roles overlap to best meet the needs of the school community: often students are in the library with their teacher and both teacher-librarians, such as during: orientation lessons for Years 7 and 11; collaborative teaching and learning; and literature circles.

Students, particularly those in the middle school (Years 5-8), have access to an extensive range of resources. Students in Years 5 and 6 frequently access databases, vertical files, newspaper clipping services and journals. The secondary school students, where appropriate, can access the junior fiction and junior non fiction sections of the library.

Lucas Heights' *Statement of school beliefs* recognises that, within the K-12 setting, students, staff and involved parents regard themselves as learners, each committed to enhancing outcomes for all students.

A whole school focus on literacy

For the past two years, literacy has been a major focus in the school. Through programs such as *The literacy and numeracy plan* and *Linkages K-8*, we have affirmed that all teachers are teachers of literacy. Whole school initiatives have included: professional development on explicit teaching; increased spending on resources to support literacy; and all key learning area teams addressing literacy through strategic school planning and programming. These initiatives are regularly assessed by teachers in their teams and, at the end of a fifteen month period, were reported back to a meeting of the whole staff.

KOALA helps promote Australian literature

The school has participated in the Kids Own Australian Literature Awards (KOALA) over the past five years. This literacy focus is enhanced by ongoing activities in the school library to promote a love of Australian literature. KOALA has become a tool for promoting a love of reading and an awareness of Australian authors and illustrators.

Students are exposed to a wide variety of literature during their times in the library, class lessons, *DEAR*, literature circles and home reading. From a young age, they begin to build a bank of favourite stories from which they can read, re-read and discuss with their peers. These choices become the students' nominations for the New South Wales KOALA shortlist.

At Lucas Heights, we have nomination forms for KOALA at the library circulation desk and at a special KOALA display table for all of first term. We distribute forms to teachers of *DEAR* programs, and all Years 5, 6 and 7 students participating in literature circles are given the opportunity to nominate a favourite book at the conclusion of this program. When nominations have been finalised they are forwarded to the KOALA committee, via a tally sheet, for counting.

When the shortlist of the 50 most popular book titles is announced, the books are taken from the shelves and given a sticker with the KOALA logo and year of nomination. These books are placed on display together.

Beside this display, a bright poster draws attention to the books. The books are promoted during lessons in the library, with many picture books and short chapter books being read to the students. The library staff promote the shortlist to classroom teachers for consideration as classroom reading, or for incorporation into class units if appropriate. We actually withdraw the picture books from circulation, as these books can be read in the library, but the chapter books can be borrowed.

The students may vote on any book that they have read or had read to them. Votes are placed in the brightly covered box at the KOALA display. They are submitted to KOALA around September.

Kids Own Australian Literature Awards

Miranda Harrowell is Children's Librarian at Ryde Public Library in Sydney and has a long association with KOALA as a member of the organising committee.

In the late 90s, the guidelines of KOALA were changed to have one shortlist: a *Top 50*. The KOALA Council then determines the category for each title, such as: Picture Book; Junior Book; and Senior Book.

Young readers in New South Wales are invited to nominate their favourite books to be eligible for the awards. These books must be Australian but there is no cut off point for a book's publication date as titles can often have a new lease of life with a reprint, or new edition with a different cover. Books that have already won a KOALA cannot be renominated.

There is no requirement that all schools and public libraries must ensure that they have all books on the shortlist to be able to vote. Rather it is an opportunity to promote Australian material in their collections for nomination to that shortlist.

When a complete list of all titles shortlisted for KOALAs was compiled in 1995, 40% had also featured on the Children's Book Council of Australia shortlists. Children's choice awards, such as KOALA, happily coexist with the CBCA Awards, giving interesting perspectives and influences on what young people are reading.

The last KOALA winners of this century were:

Picture Book: *Grandad's teeth* by Rod Clement

Junior Book: *Desert Dan the dunny man* by Di Bates with illustrations by Stephen Axelsen

Senior Book: *Just annoying!* by Andy Griffiths with illustrations by Terry Denton.

Membership for KOALA (*Friends of KOALA*) for 2000 is $35.00 and further information is available via KOALA's email address: *koalansw@hotmail.com*

Other Australian children's choice awards include:
- BILBY (QLD), Books I Love Best Yearly
- COOL (ACT), Canberra's Own Outstanding List
- CROW (SA)
- CYBER (TAS), Children's Yearly Best Ever Reads
- KROC (NT), Kids Reading Oz Choice
- YABBA (VIC), Young Australians' Best Book Award
- WAYRBA (WA), West Australian Young Readers' Book Award
- Dymocks Children's Choice (National). ■

Literacy outcomes achieved by participating in KOALA

KOALA is one aspect of the variety of ways in which we attempt to promote literature within our school, meeting several outcomes of the K-6 and 7-12 English syllabuses. Here are a few examples:

Talking and listening outcomes

TES.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics. (Early Stage 1)

TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities. (Stage 1)

TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum. (Stage 2)

TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well developed, well organised ideas dealing with more challenging topics. (Stage 3)

(*English K-6 syllabus*, pp 20-21)

Reading outcomes

- Students should be able to enjoy and respond perceptively to what they read in a wide range of contexts. (Stage 4)
- Students should be able to recommend texts to other readers. (Stage 4)

Literature outcome

- Share thoughts about and feelings towards literature through discussion and/or exploratory writing. (Stage 4)

(*Subject outcomes English Years 7-12*)

Other benefits of KOALA

On two occasions our school was lucky enough to have groups attend KOALA's awards day at the Power House Museum. This is a great opportunity for students to meet and chat with their favourite authors and illustrators. Each year, at least ten authors and illustrators gather to await the announcement of the winners and then meet with the students and sign autographs. Two years ago, Year 9 students spoke at the awards day about the fun of participating in a **book rap**, and they were fortunate enough to meet and talk with John Marsden. This was a wonderful experience that they will never forget.

KOALA has also been used as a springboard for other activities, such as the integration of technology into teaching and learning. Last year, a junior *DEAR* group decided to start

reading the *Selby* series of books by Duncan Ball. (*Selby speaks* was the winning book for younger readers in 1998.) After reading about many of Selby's adventures the students came to the library to "email Selby the talking dog" and were thrilled that a reply was waiting for them the next morning.

Many KOALA favourites have been invited to our school including: David Legge; Di Bates; Richard Tulloch; and Terry Denton. In 2000, we are excited about having Anna Fienberg, Kim Gamble and Andy Griffiths (the winner of the KOALA Senior Book for 1999) booked to visit our school.

By participating in KOALA, students feel that their opinions are valued. They enjoy nominating books and eagerly await notice of whether the titles and authors they have nominated make the official shortlist. They are enthusiastic about the whole process. The positive nature of this program also increases students' self esteem, as there are no value judgments about their points of view and the emphasis is clearly on having fun while learning.

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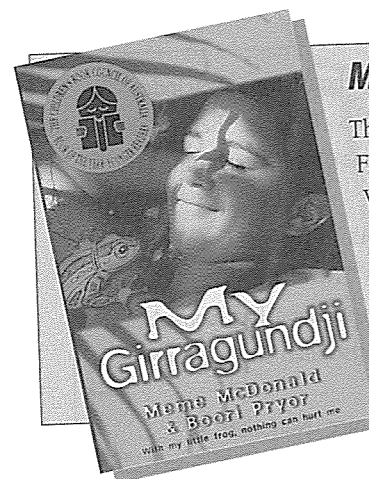
My girragundji book rap

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Achieving student learning outcomes through WebQuests and HyperStudio

Thomas Acres Public School is located in the Campbelltown District, and has a school population of 797 with 29 classes. The staff have been investigating the potential of **HyperStudio**, *a multimedia tool that offers students the opportunity to present their learning in an original, effective manner. Teacher-librarian* **Mandy Kirk** *was introduced to the educational benefits of HyperStudio during the 1999 Computers in Education Group Conference and other professional development.*

Excited by the prospect of harnessing the teaching and learning possibilities of *HyperStudio*, the teacher of a Year 5/6 composite class, Kathy Strong, and I discussed how to integrate this multimedia technology and information skills into a school based unit on Ancient Greece.

The unit investigates myths and legends and was developed for students working towards Stage 3 outcomes in English. The Greek civilization was selected for study as the school library already offered a range of relevant print and non print resources, including *Microsoft ancient lands* on CD-ROM. We also knew that the Internet offered a variety of web sites on this topic, with information that was at a suitable reading and content level to appeal to our students.

Strategies for success

In previous years, Year 6 classes had researched aspects of Ancient Greece (formerly a human society and its environment unit) and their efforts were collated into a book. This year, the students' access to *HyperStudio* would challenge them to develop skills in cooperative learning and the information process, in particular the use of technology as a vehicle to present information, which achieving literacy outcomes.

This was the students' first introduction to this form of multimedia, although they had some experience with *KidPix*
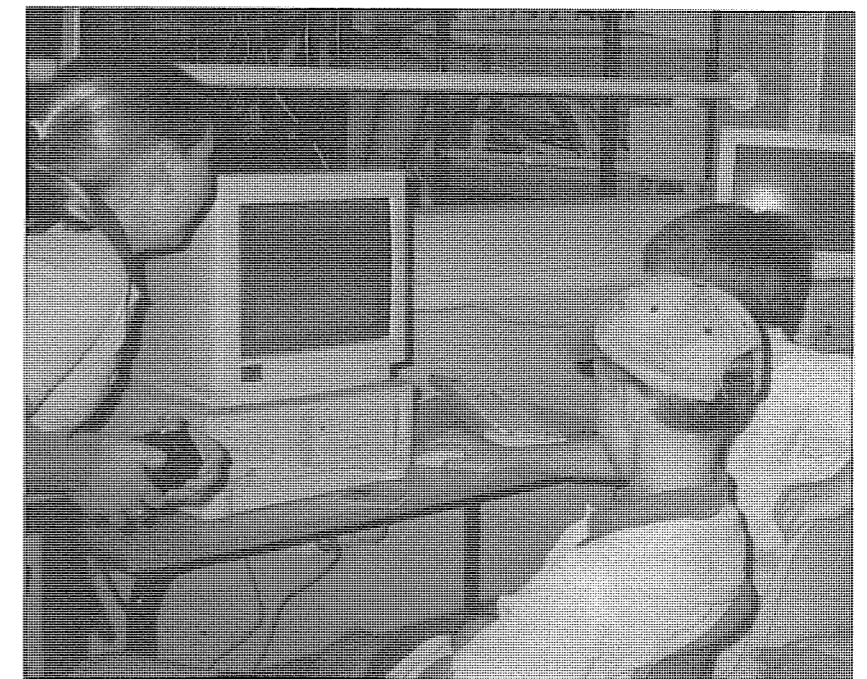
Thomas Acres Primary students test their HyperStudio stacks.

and *ClarisWorks* slideshows. *HyperStudio* supports a student centred, constructivist approach to learning and permits the assembly and presentation information from the Internet, CD-ROMs and other information sources.

Year 6's classroom program on Ancient Greece focussed on identifying the common elements of myths. It included researching the mythological origins of terms in modern day use, report writing, and the writing of the students' own myth or play.

It was decided that I would take the Year 6 students for the technology component of the unit, building on work being done in the classroom, and adding to the students' field knowledge. This also gave Kathy an opportunity to work with her Year 5 students on a government unit. At the completion of the *HyperStudio* presentations, I would develop similar strategies with the Year 5 group for their study of government. This strategy also implied that the Year 6 student 'experts' would be able to mentor their Year 5 classmates and consolidate new skills.

A WebQuest for Stage 3 students

Kathy and I decided to set the task as a WebQuest. This is a "doable" and engaging inquiry oriented activity which uses predefined resources from the World Wide Web and other sources (Dodge, 1998). Students undertaking a WebQuest may be required to: synthesise conflicting opinions; put multiple sources of data together to discover the non obvious; create something new within the constraints of a problem definition; and/or define a stance and defend it (*Tasks for Bloom's penthouse*, 1998).

WebQuests can be long or short term projects, usually involving group work. They are highly motivational, with students taking on specific roles (for example, sports reporter at the first Olympic Games). Guidance on how

students should organise and complete the task is embedded into the structure of each WebQuest.

Available technology

The library provides access to a bank of computers, which are connected to the schools NT server and the Internet server. Each classroom has an allocation of two computers, most of them with access to the school's curriculum network. Adjacent to the library, there is a computer lab with sixteen additional machines.

The Internet is accessed via the school's ISDN line, and an Internet server acts as a proxy using *Wingate* software. A very elementary intranet and internal email service are operative. The school's 1998-1999 technology plan set guidelines for the development of at least two units of work per grade to integrate information technology in the key learning areas of English, human society and its environment (HSIE) and science and technology. This particular unit aimed to achieve this outcome.

For the majority of time the Year 6 students accessed the library's computers for their study, but on occasions, and as they developed sufficient competencies to work relatively independently, the two classroom computers and the lab machines were also used.

Outcomes and indicators

This work on Ancient Greece provided an opportunity to integrate technology and information skills in an English unit for Stage 3 students. The unit addressed the following outcomes and indicators:

WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.
- uses computer software programs and associated technology to format a variety of texts
- adds graphics, changes spacing and style. Uses multimedia authoring software to create graphics, text sound and animation.

RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.
- comprehends and interprets a wide variety of television programs, videos, multimedia and performance
- accesses and interprets a wider range of Internet/computer texts and graphics
- uses email and Internet sources to request and receive information
- uses multiple pathways to read electronic texts.

RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read.
- identifies and locates resources, eg through CD-ROMs and the Internet.
- identifies a research topic and selects relevant and accurate information
- identifies relevant and valid resources for research.
- summarises key information.

Teaching and learning activities

The students accessed an online research activity, based on a simple WebQuest we had developed. It included: the task; the process (broken down into small steps to be executed in order to complete the task); questions; and a 'hot list' of appropriate Internet sites on Ancient Greece. The WebQuest activity described in this article was prepared from an online WebQuest template available from *The WebQuest page* at:http://edweb.sdsu.edu/webquest/templates/lesson-template1.htm

The students were presented with the problem that all recorded information on the ancient civilization of Greece had been lost and they were summoned to travel back through time (via the Internet) and retrieve that information before it was forfeited forever. The WebQuest is outlined here:

Ancient Greece

Introduction

The Greeks made many contributions to present society, and our lives today have been influenced by them. The more you know about them, the more you will understand life today. They were responsible for: trial by jury; democracy; the Olympic Games; and architecture.

Your task

We have lost all the records of daily life in Ancient Greece! That means that future students will not be able to learn what an average day was like in Ancient Greece. However, you have been chosen to return to Ancient Greece (via Internet time) to collect information for others to read. Once you have all the information you need, you will prepare a *Hyper-Studio* card stack explaining what the world of Ancient Greece was like. You are going back to Ancient Greece as a photographic journalist, but firstly you need to define the topic you wish to investigate.

Your choices

Sport	Science/Mathematics
Religion	Entertainment
Food	Art/Craft
Fashion	Children
Architecture	Government

The process

- You are to work in pairs to visit the Internet links, view the CD-ROM *Microsoft ancient lands* and delve into library books to discover about the Ancient Greek culture.
- Read the information carefully and set up an outline using keywords in *ClarisWorks*. Bookmark any additional Internet sites that are useful to you.
- Use *ClarisWorks* to prepare your outline into a report to transfer into *HyperStudio* as text.
- Storyboard your *Hyperstudio* stack.
- Organise your presentation considering: clip art; buttons; animation; backgrounds; text; navigation; and title.
- Have fun, but remember others are depending on you to unravel the mysteries of Ancient Greece.

Internet links

The preparation of a 'hot list' of suitable web sites provides a scaffold for the students to remain focussed on the task.

Student comments

"Firstly we discussed how to get started on collecting information from the Internet and learnt how to copy keywords into *ClarisWorks*. Next Mrs Kirk explained how to use *HyperStudio* and let us play around on it and make some practice pages. For the rest of the time we finished collecting our information, copied some pictures and then started the fun bit: designing our *HyperStudio* stack. By the time we had finished we knew more than Mrs Kirk."

Rebecca

Developing skills in the use of search engines was not an outcome of this unit. The range of resources also suggested to students that there was probably more than one acceptable answer to their research queries. We also compiled a list of hyperlinked *WebQuest* pages, from schools all over the world, to provide the students with models of successful research and problem solving techniques.

Defining and locating

Working in pairs, the students decided on one aspect of Ancient Greece civilization to explore. An outline, developed from brainstorming, was constructed using a wordprocessor. The **Outline** feature is a common tool of most similar programs. Keywords that covered similar concepts were moved around to organise the data logically, and to highlight the pertinent points.

The students accessed the recommended CD-ROM, print sources, and Internet links listed on the intranet, to record more keywords under appropriate headings. Notes were clustered under subheadings developed from their outline.

Selecting and organising

Selecting and organising strategies formed a focus of this unit, as the students' notetaking skills needed to be refined and developed. The students emailed selected web page developers to request use of copyright material, especially with regard to any graphic images they wanted to use. Such elements were saved to floppy disk and were properly acknowledged in the *HyperStudio* presentations. Digital photographs of the students were added in **Author profile** and all students prepared a **Bibliography** of their research.

The students also spent some time exploring the parameters of the *HyperStudio* software before storyboarding their stack on paper

to plan their card design, organisation and linkages. They particularly enjoyed storyboarding their presentations, and the options for embellishing and customising graphics and backgrounds. This process assisted them to understand the concept of how information fits together to create a new, unique information product. The program also galvanised the imagination of the students, who appeared in the library at every opportunity to work on their stacks.

Transitions, sound and animations could also be planned and incorporated. The students soon charged ahead in the application possibilities. Turning on the **Experienced user** option gave students additional features. **Objects** (graphics, text and buttons) could be made 'draggable', 'hidden', 'grouped' or 'locked'. New button actions, such as **Roll credits, Ghost writer, Hide/show** and **Menu chooser** allowed students greater scope to invent and explore.

Presenting and assessing

The assessment for this activity was defined in a rubric. A *Draft rubric for evaluating WebQuests* can be found at: http://edweb.sdsu.edu/webquest/webquestrubric.html

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WebQuests: beyond information gathering

*Teaching students to question, view problems from different perspectives, seek alternatives and take risks, whilst actively engaging in the information process, can be a difficult undertaking. **Jane Carr** is an education officer (learning technologies). In this article, Jane discusses the WebQuest as a useful teaching and learning strategy that can move teachers towards a pedagogy that embraces problem based learning in the information rich environment of the Internet.*

Technology provides access to enormous amounts of information and today's students should be challenged to go beyond simple information gathering! "Teams of students working on essential questions" is a more robust approach to school research. (McKenzie, 1997). Such an approach can assist students to develop their own skills in questioning. The Internet can become an incredibly powerful tool in this process. With modern technology, plagiarism has never been easier. Very quickly, a student can learn to copy information from a CD-ROM or the Internet using an **Auto summarise** tool and paste it into a word processing package as if it were his or her own work. If a student is particular clever, he or she will use information from a number of sources before asking the software to work out what is important.

> Students are challenged to think creatively and critically to answer the question.

The information process: inside a WebQuest

Teacher-librarians can be leaders and facilitators of professional development within their schools. The Internet is an exciting toolkit for educators and there are innumerable online ideas, projects, activities and resources that can be used

> Teacher-librarians can be leaders and facilitators of professional development within their schools.

to hook teachers into planning, programming and teaching the skills of Internet based research. Effective use of new information technologies implies that teachers require a clear understanding of the information process and the importance of good questioning in the research cycle.

Defining and locating

Many teachers are still setting broad topics for 'projects', such as *Countries of the world* or *Planets*. We need to set questions that require a student to *think*, rather than simply gather information and move the words around into different formats. WebQuests (see the preceding article by Mandy Kirk) are a great alternative to 'projects'.

By starting with a question that requires original thought, teachers initiate a cycle of gathering, sorting, sifting, analysing/interpreting and evaluating. Students are challenged to think creatively and critically to answer the question. They have to make sense of the information gathered and make new meaning.

Jamie McKenzie (1998) clearly identifies the importance of questioning when he states, "Questioning is the basis for information literacy - the ability to

interpret information and extract or create new meaning, to solve problems and make decisions based on reliable evidence and a thorough understanding".

I recently worked with a group of Year 7 students who had a project on earthquakes and volcanoes. There is a wonderful WebQuest, *Earthquakes vs. volcanoes* by Mrs Friend from Atascadero Junior High, at: http:/pomo.kn.pacbell.com/wired/fil/pages/webearthscie.html

Earthquakes vs. volcanoes begins with the interesting question: "Would you rather live near an earthquake fault or near a volcano?" Instead of looking for information on volcanoes and earthquakes, the students discussed and brainstormed a list of questions they would need to consider before they could answer the main question. They were excited about what they might find and enjoyed searching for relevant information. One student asked if she could put a piece of butcher's paper up near the computers for further questions. She realised that as she learnt about volcanoes other questions would arise.

Selecting and organising

After gathering the required information, students need to chunk the data into meaningful groups or concepts. We used a concept map to complete this task. The software program called *Inspiration* enabled the students to do this quickly. *Inspiration* is a visual learning tool that inspires students to organise and develop their ideas. The program supports visual thinking techniques such as: graphic organisers; concept maps; idea maps; and other visual diagrams.

Looking at their concept map, the students realised there were gaps in their research so they went back to the locating/gathering stage. The difference is the students were hunters on the trail of finding answers to important questions.

WebQuests encourage the students to look for information from different perspectives. The Vulcanologists and Seismologists groups had located information from totally separate sources. Each group compiled a report to present to the class. Their reports included latest findings, news events and emailed responses from scientists who work in the field (using the Internet site *MadSciNet: the 24-hour exploding laboratory*).

Presenting

The two groups then worked together to come to a common answer to the main question. The discussion held was a teacher's dream: Year 7 students discussing a question about which they had a deep understanding. They listened to each others' arguments and debated the finer points until a common agreement was met.

> WebQuests encourage the students to look for information from different perspectives.

The group's final report was written in the form of a letter and emailed to the scientists who responded to their original requests. Tom March, in his *ozline* web site, stresses that "real world feedback" is an important step in the WebQuest process. Students are researching, thinking and writing for purposes outside the classroom walls. Their ideas are important. Good WebQuests will use an important question, scaffolded by authentic tasks for real world feedback.

Assessing

All WebQuests have an **Evaluation rubric** that consists of self evaluation and group evaluation components. The rubric is discussed before the WebQuest is undertaken so students know exactly what is expected of them and what actions will determine their marks. The rubric at *Web-and-Flow Interactive, by ozline.com* is a default evaluation table. Teachers change the words to suit their students' needs and proposed learning outcomes.

Interestingly enough, the rest of the class completed a 'traditional' project on volcanoes and earthquakes. I sat with a group of students from this control group and asked them what they had learnt about volcanoes and earthquakes. Many were disinterested in discussing the topic or sharing what they learnt. The concepts they had formed were very general, eg. "They are dangerous."

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The teacher reported that the WebQuest team, a cross section of the whole class, was more motivated and self directed.

All the WebQuest team passed the teacher's test at the end of the unit. (However, the test questions all required recall of facts, not concepts or critical thinking skills.) I received an email a few days ago from one of the students in the WebQuest group. He'd just found some more information that he believed would change the WebQuest teams' minds and asked if I'd like to come out to the school and join in further debate.

A focus on critical and creative thinking

Some teachers tend to think 'activity', not 'thinking activity'. We do need to scaffold thinking as one would scaffold writing. WebQuests and online projects stem from curriculum goals, learning outcomes and student needs. They are based on motivation and cooperative learning theories, cognitive psychology and constructivism. The problems are scaffolded so that the focus is on critical and creative thinking. As students gain expertise in these skills, the scaffolding (eg WebQuest) is faded so that, eventually, the student will be given just a topic to develop their own important questions.

Teaching research skills by setting general topics is easier than scaffolding thinking activities around the information process. But this shouldn't be a job teachers take on by themselves. It should be a whole school focus and priority for the new millennium.

As McKenzie (1996) explains, "We see great movement toward information literacy as the information landscape shifts with powerful new technologies. The importance of library media specialists grows dramatically as information systems shift and research becomes central to student-centered, constructivist classrooms. The journey will probably take a full five years of staff development, team planning and invention, but it is a journey well worth undertaking. The pay-off for this investment is the graduation of a generation prepared to make their own meanings in an often confusing, rapidly changing world." ◙

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Virtual conference:

students, the search process and electronic information environments
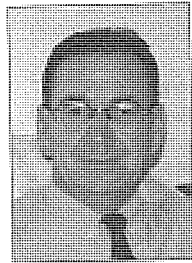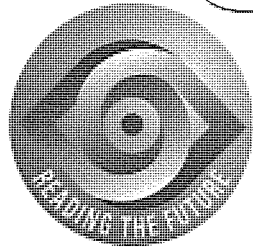
In 1999, a virtual conference about student searching on the Internet was held on the **School libraries: empowering learning** web site. **Dr Ross J Todd**, Head of Department of Information Studies, University of Technology, Sydney, was the special guest, who also prepared this summation for **Scan**.

Two background papers by Ross, and a set of questions to stimulate discussion, were presented online. **Search engines: making them work for you** originally appeared in vol 16 no 4 of **Scan**. The second paper, entitled **Reconceptualising the search process in electronic information environments**, can be viewed at **www.det.nsw.edu.au/schoollibraries** (Click on **Teaching and learning**, then **Virtual conference 1**, then **Paper #2)**. The questions and participants' responses have also been archived on the web site.

I t was a real pleasure to participate in the first *School libraries: empowering learning* Virtual conference! As I indicated in my introduction to the conference, I believe that the information technology revolution and the growth of the Internet are key factors that will shape teaching and learning for many decades to come. It is so important that we develop our understanding of the power of this development and translate this into systematic and explicit teaching and learning strategies to provide the best learning opportunities for our students. This cannot be left to chance. It can only be built as we explore together, react, respond, test, try and share.

In my first paper (Todd, 1997), I focussed on the identification of learning dilemmas related to students engaging in connecting with, interacting with, and utilising information from the World Wide Web. In particular, I highlighted a range of specific, systematic and explicit teaching and learning activities to help learners engage more actively and meaningfully with Internet based information. Teaching students how to design effective search strategies, translate these into appropriate choices of search engines and creating search strings that provide highly precise set of documents is a very complex task. It has high cognitive demands.

> **The information technology revolution and the growth of the Internet are key factors that will shape teaching and learning for many decades to come.**

My own thinking has progressed, and I used my second paper (Todd, 1999) to suggest some alternative strategies for teaching these complex skills. They have emerged out of considerations of the nature of the Internet and its unstructured, complex and ambiguous information base, and out of our growing understanding of the experiences of young people interacting with this base. The shift is subtle, and I suspect that subject dominance has been the focus in the past. A great deal more attention, through systematic and explicit teaching, needs to be given to issues of quality and relevance. These have to be foremost in teaching effective search processes. The Virtual conference aimed to stimulate the thinking of teacher-librarians and other educators around these issues.

Information on the World Wide Web represents many people's versions of reality, past, future, knowledge, culture, ideology, and power. Dealing with issues of quality and relevance are key critical and information literacies that will assist students in making decisions about: what to believe; what to doubt; what to pay attention to; and what to care about. These will help students make clear the ideologies and ideological workings of texts, and make explicit the belief systems inscribed in texts: the key starting point to a quality information endpoint.
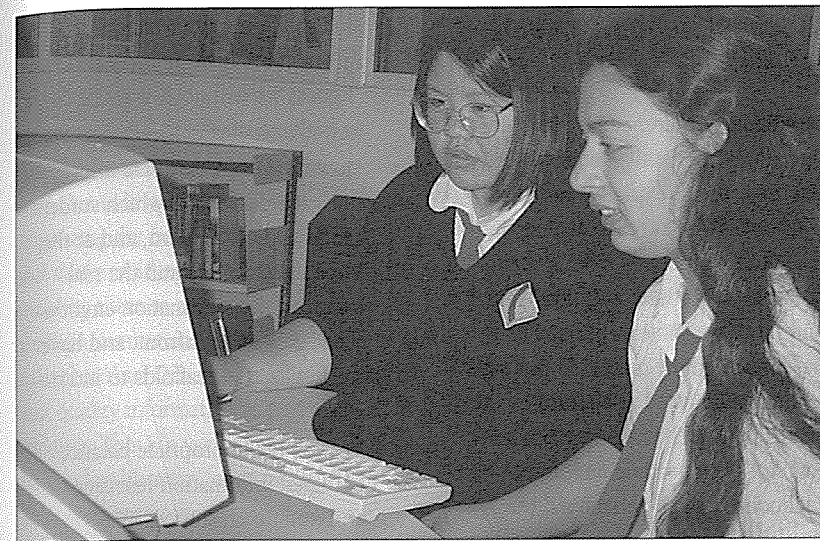
At what learning stages should Internet search processes be developed?
Photo courtesy Cherrybrook Technology High School

Reflections: real action, real outcomes, and real learning

This **Virtual conference** provided a rich and open environment for us to come together to learn through the exchange of experiences, ideas, issues, uncertainties and challenges. The energy, commitment and thoughtfulness of those participating were enormously encouraging for me. What follows are my reflections and analyses of the conversations that took place. To place these in context, if you have not already done so, please take the time to go online and read my article that formed a prompt to the discussion. The discussion, as captured in the submitted messages, raised a range of valuable ideas. These have been analysed and synthesised into three key areas: learning dilemmas, teaching and learning strategies, and issues for ongoing debate and discussion.

Learning dilemmas

There is considerable consistency in the classroom observations presented in the discussion, with the learning dilemmas identified in the growing body of research into how students are interacting with the Internet. I am so pleased to see teacher-librarians working diagnostically and reflectively, identifying learning needs and developing appropri-

ate learning interventions. The dilemmas, identified here, provide a clear focus for the development of explicit and systematic learning strategies:

- lack of understanding how the Internet is accessed, with its unstructured, unorganised infrastructure, and ambiguous content
- problematic nature of browsing the Internet, with outcomes characterised by time wasting and whole lessons spent on meaningless searching, and poor intellectual returns for time spent
- a preference for superficial, surface searching, and a reluctance to go beyond the first page of hits and not looking for highest quality resources
- inability to construct and undertake efficient, relevant searches, and being able to deal with the frustrations, uncertainties, and information overload
- the problems embedded in the lack of understanding of the question being answered, or topics to be examined
- being unable to distinguish between relevant and appropriate quality information and information junk
- working constructively and analytically with the information retrieved to create a personal response to the task.

Teaching and learning strategies

A particularly encouraging aspect of the **Virtual** conference was the active engagement in developing solutions to the dilemmas identified. This reflected a strong commitment by teacher-librarians to the development of independent and critical users of the Internet, and leading in the educational process, and not just the informational process. There was a real wealth of ideas and concrete strategies presented, with the focus on developing intellectual and technical scaffolds underpinned by information and critical literacies frameworks. These are summed up as:

- training in refining search techniques, and developing complex search strategies
- understanding and practising with the various search tools
- using the students' frustrating search experiences as key building blocks for developing effective search strategies
- getting students to deconstruct their own frustrating experiences, to identify what the specific problems are, and to work out what is needed to deal with the problem
- developing meaningful 'playtime' activities with the Internet, which enable learning by doing
- providing students with 'ready reference' information available at terminals to give them a stand by guide when they run into searching difficulties, and to keep their searching and decision making on track
- taking students into one of the many Internet sites which show how the different search strategies work, and how you can choose the best search engine for the task at hand, eg. Debbie Abilock's *Choose the best search for your information need* web page
- providing fun activities which enable students to compare the output and success rate of searching

by different approaches, for example, using a 'place' approach as opposed to a 'topic' or 'subject' approach

- taking a topic, constructing leading questions, and creating a grid of sources for each question, and evaluating the appropriateness and usefulness of each source of information
- planning and programming activities that encourage students to predict appropriate sources before they begin their searches, such as games, brainstorming and role plays
- encouraging students to submit a written searching plan: as a search string; a concept map; a flow chart; or diagram
- providing activities that focus on building confidence with web searching, and on reducing uncertainty that often accompanies the search process
- unpacking URLs and using **Get info** commands to work out the publication details and authority of particular documents
- empowering students to be "savvy searchers" or "super sleuths" to identify the clues on the screen that indicate the quality and authority of the site
- brainstorming "best places" and "best sources" as an essential pre search activity
- encouraging students to use refereed sites, eg. *Education Network Australia* (EdNA online), the Department of Education and Training's *Network for education* web site, *NSW HSC on-line*, and sites of various subject associations
- developing students' skills in writing reviews of web sites; the **Reviews of Internet sites** in *Scan* provide some good models of reviews
- setting up the practice of students writing evaluative logs of their searching experiences.

Issues for ongoing debate and discussion

The **Virtual** conference provided an opportunity to identify some unsettled questions, and to explore a range of perspectives. As you can see, healthy debate often generates more questions than originally posed, and this **Virtual conference** was no exception. These questions might be discussed in a staff meeting, or featured as a multifaceted debate in a professional development program. They become important as schools begin to understand the complex philosophical, pedagogical and social issues that surround the 'Net.

These vexed issues really question what the role of the teacher-librarian is, both in the teaching and learning process, and in the information provision arena. Some participants asked what indeed is the role, if any, of the teacher-librarian in the development of sophisticated and higher order thinking skills. These questions also raise some fundamental issues about: service versus empowerment; and dependence versus independence. Some issues included:

- Should students work with only bookmarked, authoritative sites, predetermined by subject experts and teacher-librarians? When do we stop doing this?
- Why should we expect students, especially young students, to become proficient at using search engines at all?
- Are we expecting too much, and setting up students for failure as they are unable to deliver quality and relevant results?
- Serendipity has served our students well in the past, so what is all the fuss?
- Should students access problematic sites (eg. where there is inaccurate or misleading or biased information) in order to learn how to judge the quality of information and develop skills of assessing quality?
- How does the school address the real world information environment, one where quality information sits

alongside poor information? As one participant remarked: "I guess we will not always be there to evaluate sites".

- How do you create a safe information environment in which students can purposefully learn, and at the same time, understand the real nature of the information environment they will confront, and have the intellectual scaffolds to interrogate it?
- What is the appropriate balance of digital information resources and traditional sources in a school library?
- At what learning stages should Internet search processes be developed?
- How can teacher-librarians most effectively model, to teachers and to students, best practice with interacting with the Internet?
- How do you most effectively integrate into teaching and learning activities the expertise of the students who are "savvy searchers"?
- How do we manage those students who claim to be "savvy searchers", yet refuse assistance when observation and their experiences prove otherwise?
- Given that very few search engines index more than 16% of the World Wide Web, how should we be planning teaching and learning for more sophisticated search engines that will produce even larger hit lists?
- How do we address the time constraints? It takes time to develop the intellectual scaffolds required for working with the Internet.
- How do we make the Internet a tool for real interdependence?

The role of the teacher-librarian

At one point in the **Virtual conference**, I provided a response to some of the above dilemmas, particularly the issue of the role of the teacher-librarian in terms of "rigorous selection according to preset criterion". I would like to reproduce this response here, not as a

definitive, conclusive viewpoint, but as a foundation for some in depth future debate. Here is what I said:

"There is not a simple answer for this complex issue. I am sure that underpinning these viewpoints is a commitment to proving the best learning for students, and that providing to students and enabling them to access the highest quality information resources is fundamental to this. Our students deserve the best quality information as part of their learning. This is a very important role of the teacher-librarian, and one that they have, over many years, undertaken and defended vigorously.

"I think part way to answering the question is to consider carefully the nature of the information environment that our students now operate in. Effective teaching and learning has to respond to that reality. Traditionally/historically, students' information worlds for learning has been dominated by three primary sources of information: the school library; the public library; and home. In these places we have put emphasis on selecting highest quality resources within budget constraints to ensure our students get authoritative, appropriate and safe resources. We have constructed a safe, secure and closed information world. This protection is important for a whole host of social, moral and personal reasons.

"But I do not think that this scenario represents the scope and reality of students' information world today. Given the rapid growth of the World Wide Web, and the capacity and ease to access this vast information source outside of the traditional safe information environments, we need to rethink how we best prepare our students to work within it, and to efficiently and meaningfully navigate it to meet their needs. Unlike a school library, this information world is not safe and secure. It is ambiguous, unstructured, vast, where the quality of information is not controlled, and varies from poor and dangerous to useful and fantastic!

"I believe we have to *protect* our students and enable them to learn to navigate their way successfully in this information world. At the same time we have to *prepare* our students for the reality of this world. This is a difficult challenge. The answer, as I have said for many years, lies in the development of critical and information literacies that focus on helping students develop the intellectual scaffolds to work in such an ambiguous information environment. I actually believe we have a fundamental responsibility as educators and information professionals to do this.

"This comes down to developing, in explicit and systematic ways, the technical and intellectual skills of navigating the information world, knowing how to identify quality, knowing how to search effectively and efficiently, knowing what to read, knowing what to question and doubt, knowing how to cope with the sheer volume of information. This is part of becoming an independent lifelong learner. School is the development ground for independent lifelong learning.

"The technical and pedagogical skills of working with the Internet are complex. Just as we teach students the technical skills of navigating a book (ie. learning about its structure, how to search through it by looking at signposts such as contents pages, headings and indexes) so, too, we teach students the fundamental skills of navigating a global data base: a 'global book'. Unfortunately, at this stage we have a pretty limited technology to do this with search engines. But I believe we have to develop that competence. My paper, *Reconceptualising the search process in electronic information environments* (1999), suggests ways that we might actually make this process easier, by reconceptualising how we actually approach and teach the search process. Yes, we can do it for them by making only 'good' information available, but how do we empower students and prepare them, in the safe environment

of a school, to deal with the reality beyond school? Let's get the debate moving along."

My thanks to everyone for participating in this **Virtual** conference. ◙

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Searching the Internet [online] at *School libraries: empowering learning:* http://www.det.nsw.edu.au/schoollibraries (Click on **Teaching and learning,** then **Virtual conference 1)**

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from DET
Department of Education and Training

*All NSW government schools have access to the Schools Catalogue Information Service (SCIS) product **SCISWeb**. This product enables school libraries to download bibliographic records, via an online web site, for use in their own catalogue. SCIS is an essential component in managing a school library collection for students, teachers and the school community.*

Using SCISWeb

Using SCISWeb is a publication designed to provide training activities for teacher-librarians and school administrative and support staff in the use of the Internet with *SCISWeb*. It will assist schools to make effective use of the statewide school library support services provided by the NSW Department of Education and Training.

The package has been designed to allow teacher-librarians and school administrative and support staff to determine the pace at which they wish to proceed through the material. Sessions can be completed at various times.

Learning outcomes are listed at the beginning of each session. These preview the contents and can help you determine if the session meets your current learning needs. *Using SCISWeb* comprises three sessions:

Session 1: **Making the connection**

Session 2: **Understanding *SCISWeb***

Session 3: **Understanding SCIS OPAC**

The **Appendices** provide further information, including the process and issues involved in downloading to *OASIS Library*.

The information in the package relates to the following software and hardware:

- Web browser software: *Netscape Navigator* (information on *Internet*

Explorer 4 is provided in the **Appendices**)

- Computer system: Microsoft/Intel *Windows* compatible (Wintel)
- Apple Macintosh (Mac).

Activities that promote 'learning by doing' are integrated throughout the material.

A **Learning journal** is provided at the end of each session. The journal can be used for: recording learning; organising information; and directing future learning. The **Glossary** explains terms commonly used in relation to the Internet.

One copy of *Using SCISWeb* has been distributed to all government schools in New South Wales.

Additional support for the use of the *SCISWeb* and *SCISCD* products is provided on the *School libraries: empowering learning* web site at **www.det.nsw.edu.au/schoollibraries**

Using SCISWeb
NSW Department of Education and Training

Curriculum Support Directorate
Training and Development Directorate
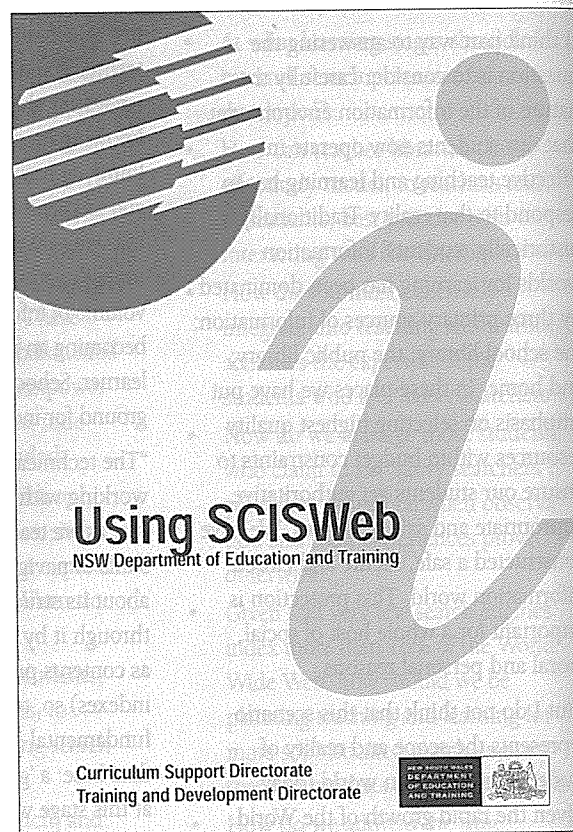
The latest **Flowchart** for downloading records to *OASIS Library* can be found on the web site in the **Resources** section. Frequently asked questions about the use of the products can be found in the **FAQs** section; and **Discussion** contains a forum on *SCISWeb* and *SCISCD* where questions, issues and good ideas can be shared. ▨

Noticeboard

A new look for "Columns"

Columns has been a part of *Scan* since 1988. Much like a school library noticeboard, it's the place where one finds all the little snippets that wouldn't fit anywhere else: dates for the school planner; contact details of suppliers; upcoming professional development activities; information about teacher-librarians' associations and networks; and late breaking news. Since most, or all, contributions to this section of *Scan* concern management issues, we have tried moving this information into **Management**.

Contributions from our readership are most welcome. What goes into the revamped **Noticeboard** page is relative to the available space, always a premium in *Scan*; the editor cannot guarantee the inclusion of any item. There is no charge to have news or events listed in **Noticeboard**.

However, to be certain of your event or product information appearing elsewhere in *Scan*, eg. via display ads or fliers, please refer to the paid advertising details on Page 1 of each issue.

Children's Book Council of Australia

At the end of 1999, fundraising for the **Children's Book Council Awards Foundation** passed the $600,000 mark. The goal is to achieve $1 million, which will permit the funding of prizes for the Book of Year Awards *in perpetuity*. Donations can be mailed to:

Children's Book Council Awards
Foundation
PO Box 28
Hunters Hill NSW 2110.

The theme for Book Week this year is *Book Week 2000: The Edge of Tomorrow*. The CBCA Awards medal presentation will be on 18th August, with Book Week activities spanning 19-25th August, 2000.

Further information:

National President,
CBCA (phone/fax: 02 6287 5709)

Awards Coordinator
(phone/fax: 02 6259 6011)

Visit the official *CBCA Web site* at:
www.slsa.sa.gov.au/cbca/

The **Fifth National** Conference, *The Third Millennium – Read on!*, will be held at the National Convention Centre, Canberra, on 11-14th May. Further details are available on: 02 6285 3000 (phone); 02 6285 3001 (fax); or by email, *readon@con-sol.com*

The **New South Wales Branch** of the CBCA publishes *News & Views*, a newsletter for members. Enquiries: PO Box 765, Rozelle, NSW 2039, or 02 9810 0737 (phone/fax). ▨

SCIS news

***Anne Dowling** is Cataloguing Coordinator for the New South Wales Agency of SCIS (School Catalogue Information Service).*

The New South Wales SCIS cataloguing agency is pleased to advise that the cataloguing service is available for all schools in NSW. If you have tried to order a SCIS record for a resource and the order was unsuccessful, you can send the resource to the agency in Ryde for cataloguing. The service is free but you may need to pay the cost of delivering the resources to Ryde. Details are available from *Anne.Dowling@det.nsw.edu.au* or 02 9886 7587 (phone). The *School libraries: empowering learning* web site at **www.det.nsw.edu.au/schoollibraries** will, in future, have information on the estimated time for cataloguing resources sent to the NSW SCIS agency.

In addition, the web site will have cataloguing information on **videorecordings** that schools may be taping from the television. Records for these programs are available on SCIS but must be located using a **Title search** on *SCISWeb*. For example, the Film Australia video *Federation* has been catalogued, both as one tape with three episodes and each episode individually. The SCIS number (which you can use to download records from *SCISWeb*) for the series is 981698. The SCIS numbers for the single episodes are: 981688 (Volume 1); 981694 (Volume 2); and 981695 (Volume 3).

Educational television programs from the ABC have also been catalogued. The programs are listed with their SCIS numbers on the Curriculum Corporation web site. A link is provided from *School libraries: empowering learning* to the Curriculum Corporation's site. The programs in the series *Our century* have been catalogued and the list of record numbers will soon be available.

The NSW agency appreciates the cooperation of Film Australia and the ABC in providing these videos. ▨

one 2000

Dr Ross J. Todd is Head of Department of Information Studies, University of Technology, Sydney.

W elcome to the new millennium (well, at least the popularly regarded new millennium)!

This issue of *Scan*, **Research columns** presents the work of Dr Carol Gordon. Dr Gordon is not new to this readership, having published in **Research columns** in vol 17 no 4 of *Scan*. Carol is Head of Educational Resources Library (ERL) in the School of Education, Boston University. She is responsible for development and maintenance of the education collection. Its K-12 resources include young adult (YA) and children's literature, tests, curriculum guides, textbooks and materials on instruction and curriculum.

The library is presently expanding its collection to include web based resources, and its home page is being redesigned to include Boston University and World Wide Web links. The ERL will move into a new facility in 2001. It will include a K-12 library, which will serve as a learning laboratory for pre service teachers and house an electronic classroom. Carol also provides information literacy instruction and support for coursework and university community services. Publications in progress include: *Effective information literacy in international schools* (ECIS); a CD-ROM product on integrating technology into curriculum; and a book to be published by Scarecrow Press.

Putting the learner in charge:

Are information literacy skills enough?

Dr Carol A. Gordon

"Just as the school library media center has moved far beyond a room with books to become an active, technology-rich learning environment with an array of information resources, the school library media specialist focuses on the process of learning rather than dissemination of information."

(Information power, 1988, p 1.)

What does it look like when teacher-librarians focus on learning? Is it that they simply teach information literacy skills that enable learners to locate, evaluate, select and apply relevant and authoritative information? Even when taught in academic contexts, fired by genuine information needs, are information literacy skills enough?

Goleman argues that "the predominant models among cognitive scientists of how the mind processes information have lacked an acknowledgment that rationality is guided by - and can be swamped by - feeling" (Goleman, 1995, p 41). Do emotions play a role in information literacy and its corollary, independent learning? "School success is not predicted by a child's fund of facts or a precocious ability to read so much as by emotional and social measures…"

(*Head start*, 1992, p 7). What does it look like when teacher-librarians put the learners in charge?

Scenario

Consider the design of the following personal learning task. It forms the backdrop to the research undertaken in this article.

> Create a personal information project around an interest. It may be a performance, a model, a design, an exhibit or a demonstration. It may **not** be a written 'research' paper or report. It may or may not be related to a school subject. You may work alone, or in a group of two or three.

In this instance, the teacher-librarian strips away trappings of traditional assignments that 'deliver the curriculum' and seeks to encourage intrinsic motivation and diverse learning styles. The design is open ended, rather than prescriptive: the learner makes choices and defines tasks.

> Write a proposal for your project that includes:
> - **Purpose**: What do you want to learn and achieve? What do you want to communicate?
> - **Outcome**: What will the audience experience? What will your finished project look like?
> - **Resources**: What materials, equipment do you need? What will your costs be? Who will be your adviser? (Choose an adult who is not your parent.)
> - **Problem solving**: What problems do you anticipate? How might you overcome them?
> - **Approval**: Adviser's signature.

The teacher-librarian also sets up mechanisms to gather feedback to assess the learning process: What have students learned about themselves as self managers? The teacher-librarian uses appropriate measures of performance based learning.

> Keep a journal as a record of progress. Include diagrams, photos, or sketches. Record how you organised your work and time. Include a calendar of appointments and deadlines. Discuss problems and how you solved them. What decisions did you make? What would you do differently? How did you get help?

The teacher-librarian is also interested in what is difficult to assess, such as

maturity, self discipline and perseverance, and asks learners to use ongoing self assessment.

> Assess your personal management skills (planning, meeting deadlines, organization, problem solving, decision making, working with an adviser. Include evidence from your proposal and journal to support your ratings. Ask your adviser to assess your skills. Compare and discuss your own ratings with your adviser. Ratings: Excellent; Good; or Weak plus examples, evidence and comments.
>
> Design a rubric with at least three standards. Two assessors apply the rubric to your project at an exhibition. Include one standard for the finished project and one standard for display and/or presentation.

The teacher-librarian structures peer editing sessions, allowing learners to develop assessment criteria (rubrics) and indicators (standards) and give each other feedback as they talk about their work.

> Discuss your project with a partner and give each other feedback on how you are doing. Use three steps to give your partner feedback:
> 1. **Praise**: What are the strengths of your partner's project?
> 2. **Question**: What questions would you like to ask? What problems do you see?
> 3. **Polish**: What suggestions do you have to solve problems or improve the project?

The teacher-librarian who focuses on the process of learning sees the task and assessment as one. Outcomes are not merely goals, but measures of assessment. Learning and assessment are performance based.

> You will present your information project at the exhibition. Two assessors will examine your journals, personal management rubrics and peer editing reviews, in addition to using your rubric. You will not receive a grade; assessors will write a narrative report on your school record.

The 'authentic' learner uses tools of the expert as he or she perceives the project as a real life challenge rather than an academic exercise. What would data generated by authentic assessments of a performance based unit tell us about independent learning?

Metacognition and emotional intelligence

Underpinning performance based and outcomes based teaching in an information rich environment is the question: What does a successful, independent, information literate learner look like?

A theoretical framework emerged from observation of students as independent learners working on the personal project described above. It is metacognitive experience that nurtures independent learning, which will not take place until the learner begins to learn how to learn and think about his or her own learning. Vygotsky (1962) noted that knowledge is acquired prior to the conscious control of knowledge. His distinction between cognition and metacognition was described as a difference in self awareness and control (Vygotsky, 1978). During the interim period between non reflective and reflective thought, these developing skills are demonstrated when a student is able to carry out a task with the assistance of an adult which the student could not have done alone. The distance between the actual developmental level, as determined by independent problem solving, and the level of potential development, as determined through problem solving under adult guidance or in collaboration with more capable

peers, is the zone of proximal development (Vygotsky, 1978).

The theory of multiple intelligences (Gardner, 1993) identifies intrapersonal, interpersonal, and six other intelligences which correspond to, but are not synonymous with, "domains" such as music or mathematics. Schooling, which emphasises the verbal-linguistic and logical-mathematical intelligences, has traditionally relied on quantitative measures to chart progress and label success and failure. Gardner (1983) goes beyond these measures to redefine intelligence as the ability to solve problems, or to create products, that are valued by a culture.

Goleman (1995, p xii), extending Gardner's theory, asks, "What factors are at play… when people of high IQ flounder and those of modest IQ do surprisingly well?" He argues that the difference quite often lies in abilities called *emotional intelligence* (Goleman, 1995, p 259). A study of the problem solving model showed that "…emotional literacy programs improve children's academic achievement scores and school performance. This is not an isolated finding; it recurs again and again in such studies" (Goleman, 1995, p 284).

The research design

This non causal research looks for evidence of metacognition and emotional intelligence exhibited by ninth graders participating in a personal research project designed as an authentic learning and assessment unit. How would thirteen year olds react to an assignment that targeted their ability to traverse the zone of proximal development? The action research was developmental in purpose, ie. to pilot and evaluate the design of the personal project. The fieldwork was grounded in performance based, authentic assessment practice and constructivist learning theory.

Proposals, journals, peer reviews, rubrics and narrative evaluations intersected continuously as:

1. learning tasks
2. assessments of product and process, and
3. data collection instruments.

Observation, documented by field notes, was continuous.

The chair of the English department, the ninth grade adviser and the teacher-librarian formed a steering committee to monitor the project. The setting was an accredited international school. An Anglo-American curriculum was taught to 400 high school students from 42 countries. Teachers were concerned with ninth graders' academic malaise and detachment. Parents questioned whether the high school provided nurturing and advising in a caring school culture. Emerging from a learner centred, hands on, middle school program, and not yet engaged in the academically rigorous International Baccalaureate (IB), it seemed ninth graders were 'falling through the cracks'. Designed by the teacher-librarian and supported by the principal, it aimed to prepare students for IB coursework. The *Extended essay* required: sustained interest in a long term project; working with an adviser; setting interim deadlines; venturing into the community for resources; and working with others to collect data and seek help.

Free choice of topic, and the exclusion of the written research paper format, ensured that successful independent learning would not be impeded by students' lack of enthusiasm for a mandated topic or their inability to write well. The project was set outside of the academic program to shift responsibility to students. The 'home room' period, a fifteen minute morning session, was advisory by intent and design. Logistics and announcements took place in this venue. Plenary sessions, held every two weeks during the six week project, were held during lunchtimes.

Sampling was purposive: sixteen students involved in ten projects were chosen, ad hoc, from the ninth grade

population of 100 students. In order to select the sample from the population, five characteristics were identified as filters:

1. native or non native English as a second language (ESL) speakers
2. academic averages (A, B, C, D) for the first semester
3. gender
4. concrete or abstract project outcome, and
5. individual or group work.

The sample contained each characteristic proportionate to its occurrence in the population. When appropriate, the entire population was used to analyse quantifiable data. Condensation of written and verbal data from the population was constantly compared to data supplied by the sample to establish reliability. Data from journals, rubrics and peer editing sessions were triangulated to test for validity and reliability. Data reduction and analysis were aimed at observing patterns across data sources within the sample rather than generalising from sample to population.

Findings
Student engagement in the project

The population of 100 students was used to analyse topic choice. Students favoured subjects that were non existent in school curricula (design technology, crafts) or school subjects designated as 'minor' (art, music, dance, theatre). Areas of heavy curricular emphasis (English, history, geography, mathematics, science, sports and computer technology) were chosen by less than one quarter of students. This can be explained, in part, by the models used to motivate students at the beginning of the project and the emphasis on 'personal' projects. The extracurricular nature of the design may also have contributed to this trend. Observation and field notes revealed that most students saw the project as an opportunity to explore or develop interests. The proposal prompted them to choose familiar topics as they felt constraints of

a deadline. Journals revealed that students welcomed the opportunity to integrate personal interests in a school based activity, helping them to realise connections between emotional intelligence and academic success.

Most design technology projects, and almost half of arts and sports projects, related to students' ethnic backgrounds. ESL students consistently chose traditional crafts (regional cookery, handwork, and woodcrafts), art forms (painting, dance, and music) and sports related to their cultural heritage, as documented in their journals:

> "I could do something on Korean customs or maybe beliefs or myths… I'm really proud of these 'Korean things' and I really think it'd be great to teach other people about it."

The peer review session enhanced student engagement by offering opportunities for discourse that reached high metacognitive levels. The sessions lasted 45 minutes, twice as long as the intended time. *Table 1* replicates the form and process with comments extracted from the sample group.

The session was charged with high levels of empathy. Since the peer review session was held at midpoint, many concerns addressed presentation of projects as well as process. Students who were struggling with project completion, and students who worked on concrete outcomes (painting, crafts), elicited questions about product, rather than process, from their peer reviewers. Questions, concerns and suggestions were thoughtful and constructive.

The role of adults

Students documented conversations with their families at the initial stage of topic choice:

- "My dad said he thinks the strongest part of my writing is my dialogue so I should be good at playwriting."

Praise: What are strengths of the project? Be specific. Refer to your partner's proposal.

✓ Sounds like a good idea. It would make the world safer to teach children the rules of biking.

✓ Very creative, perfect expression of emotions. Don't worry about rhyming. I loved your song. It is focussed on your feelings. Keep it up and you'll be a great composer some day!

✓ Sounds fun and exciting. It will be a different experience for the audience — they are participating.

✓ I think an English-Portuguese dictionary is a good idea. What a great way to improve your English!

Questions: What helpful questions do you have? What problems is your partner having?

✓ Who can you go to for help in teaching the children? How much will the project cost?

✓ Do you have everything planned? eg. How much time each of the scenes will take?

✓ Do you have any background information for those who might not know what the story is about?

✓ Did you split up the work evenly between the three of you?

✓ How are you going to present this information?

✓ How many words are translated in the dictionary?

Polish: What suggestions do you have to solve the problems or improve the project?

✓ Work on the refrain for a better rhythm.

✓ Try working on it as often as you can like during lunch and breaks and even during class if you can.

✓ Talk to your adviser.

✓ Clearify (sic) the roles between the three of you to accomplish your project in the end.

✓ Use posters and other visual materials depicting the situation.

✓ Make sure that the dictionary has an attractive cover.

Table 1: A sampling of peer review comments.

- "The deadline for proposal signed by adviser is due tomorrow and I still didn't have ideas. I've been thinking about it everyday and even asked my family what I should do."

Parents assumed supportive, rather than dominant, roles as their children delegated logistical tasks to them:

- "My dad made arrangements to use cones, tape, and street signs with Rhein Main Airbase."

- "My mom picked up pictures from the developer."

Ethnicity and family pride were evident at the exhibition, attended by over 400

people, most of whom were parents, grandparents and siblings. Students maintained their autonomy and enjoyed their independence:

- "Over the weekend I performed for my parents. They really enjoyed it and I think they were surprised that their little Amanda could (can) act."

Heavily involved as advisers for other people's children, parents accounted for 41% of advisers. 33% were parents of students attending the school, and 8% were teachers in the school. Their advisory roles helped parents understand the importance of student

autonomy. When given free choice of advisers, proximity was a factor: 29% chose high school teachers and teachers were chosen 53% of the time. Community members who were not parents or teachers comprised 14% of advisers. Many were coaches, neighbours, and church members.

As the project progressed, advisers' roles assumed increasing importance. Students' references to advisers were often accompanied by a sense of urgency, especially when advisers were inaccessible. Emotional support was evidently a strong incentive to maintaining communication:

- "Oh no! My adviser's going to be away for the whole of this week! What should I do? I need to work on my criteria and also go over my plans with him and figure out exactly how I'm going to be presenting this. I guess I have no choice but to keep researching and be ready to discuss my ideas as soon as Mr M. gets back."

- "I feel as though I really need to meet with my adviser once again before the performance… It's not that I'm unprepared, it's that it will help me relax."

Students most often sought advice to: solve logistical problems; and develop criteria for project rubrics.

The fact that 47% of advisers were not trained teachers may explain why students found writing project rubrics their most difficult assignment, despite the training sessions held for advisers.

Metacognition

Two categories emerged from analysis of proposals. Students in Group A worked on projects with concrete outcomes and consistently stated their purposes in terms of product:

- "I want to compose my own song and perform it in front of an audience."
- "I want to make muffins, cookies and a cookbook for myself."
- "We want to try to produce a short length, no budget movie."

Group B students created projects that were activist or abstract in nature, for example, performance or community work. They described outcomes in terms of process and learning goals:

- "By the end of this project I would like to be aware of the problems encountered by children with disabilities and to see if there are cheap and easy ways for schools to make their lives easier."
- "To learn about the differences between the (school) community and the refugees in (our town)."

Language was not a determining factor for native English speakers, however only 17% of ESL students chose projects that had abstract outcomes. Girls were almost three times as likely as boys to choose abstract projects. Students who chose concrete outcomes did not show a strong preference for individual or group work, but students who chose abstract projects showed a strong preference for working alone. The propensity for ESL students, boys and group workers to choose projects with concrete outcomes is a consequence of the homogeneity of groups with regard to ethnicity and gender. Students who were group workers were twice as likely to be ESL students.

Language and gender emerged as factors in students' preferences for working individually or as group members. Language was a stronger factor for ESL students, with only 37% choosing to work individually while 63% worked as group members, than it was for native English speakers. There was a stronger relationship between gender and work preferences: Girls preferred group work (71%) while boys showed a preference for individual work (65%).

A breakdown of grades, using the average grade for members of groups for the sake of comparison with individual workers, revealed that students with A averages chose abstract outcomes at the rate of two to one when compared with students with B and C averages. When asked what they expected to learn about themselves, Group B consistently identified specific personal management skills:

- "I expect to find out how good an actor I am and how thrifty I can be with little resources we have."
- "How well we can work together: how well I can organise and do a project."
- "I expect to find out if I have the stamina, organization skills, and personal leadership to carry out such a project."

Group A, on the other hand, defined learning in terms of technique or skills specific to the craft or technology relevant to the concrete outcomes of their projects. It is possible that these kinds of projects were less transparent, with outcomes that obscured the learner's ability to think about learning.

While Group A students looked for help when faced with logistical problems and issues of technique and style, Group B initiated problem solving, rather than relying on others. Some of their solutions included:

- "Plan ahead."
- "Not go to ISST (drama competition)."
- "Excuse myself from track."
- "Set up a proper schedule."
- "Take plenty of notes."

Students with abstract project outcomes engaged in analysis, that is., breaking down tasks, sequencing tasks and defining their roles:

- "My part in the project is labelled 'Head of Dancing'. My responsibilities are choreography, teaching the dances, assist in casting."
- "I was thinking about the auditions and decided that the people who we cast should:
  – be able to project their voice
  – have confidence on stage
  – be able to portray characters and feelings moderately well
  – have stage presence
  – fit a character's appearance relatively well."

The fact that members of Group B were more likely to be native English speakers accounts for their facility in expressing metacognitive thought. It is possible that the choice of an abstract

outcome is a marker for students who have achieved higher levels of metacognitive thinking. It is also possible that projects with abstract outcomes are more conducive to concerns with process rather than product or presentation.

All students were concerned with logistics, ie."adequate site"; "finding the right text to sing"; "training the scouts"; "settings, sound, quality, acting, lighting".

Most students expressed logistical concerns about executing the assignment successfully: "Not having enough time"; "following instructions"; "understanding cooking terms"; "finding time to spend with the children".

Group B students were better divergent thinkers, able to reformulate when faced with problems:

- "We better be able to do the refugee interviews next Tuesday, otherwise we're in trouble!… Why does everything go wrong? The refugees didn't show up Tuesday! We rewrote our entire proposal. We have an appointment for Monday @ 3:00. We'll video it and take pics, and if we don't have enough time to edit the film we'll just make posters instead."

Evidence of metacognitive thinking frequently surfaced as concerns about time and deadlines for both groups.

- "The one thing this project has taught me? It's better to get things done early! I'm too much of a procrastinator and I hope this project has relieved me of this!"

- "Today Sheba and I used our spare time to work on a timeline for our project. We thought this would be a good idea so we wouldn't get behind and not have the production ready in time. This is also one way to help me with one of my goals. That is to learn how not to procrastinate."

Journal entries consistently included self-imposed deadlines and strategies for managing time:

- "My criteria for assessment needs to be done by April 12. I need my lines memorized by April 20. And the week of the 20th maybe Mom and I can go costume hunting."

- "I have actually about three weeks left to work, but I decided I'll be finished with the script in two, so I can have time to organise the reading."

Assessment

The *Personal management rubric* required students to use evidence from their proposals, journals and calendars to justify self ratings. Advisers also provided ratings and comments. *Table 2* summarises a personal management rubric that was representative of Group B students. The level of metacognitive thinking was high. Despite guiding questions, which were provided to encourage detailed, reflective answers, students and their advisers often interpreted or applied standards differently (eg. **Organisation** in *Table 2*). Students routinely evaluated themselves more critically than their advisers

Skills assessed	Student's ratings* and comments		Adviser's ratings and comments	
Planning	Excellent:	I think I achieved the aims I set out. I also matched my abilities with the time given.	Excellent:	No comment
Deadlines	Good:	This depended on the week. I missed one or two deadlines.	Good:	Connie was initially a little late with deadlines but this was due to a creative writing block.
Organisation	Good:	I think I could have organised my presentation better. I underestimated the time it would take.	Excellent:	This didn't really apply to writing the play. Once the script was completed, Connie's organisational skills were excellent. eg. booking auditorium for rehearsals; organising actors; directing the play.
Working with an Adviser	Good:	I probably should have had more meetings with my adviser. I feel the questions I asked her were fine.	Good:	This was not as frequent as was desirable but was more due to Connie's shyness and not wanting to impose on her adviser.
Problem solving & Decision making	Excellent:	I knew what I wanted. The reading of the play gave me a lot of problems, but I worked through them successfully.	Excellent:	Connie's initial objectives were clearly defined. There didn't appear to be major problems to re-solve. She dealt with major decisions and possible problems at the onset.

Table 2: Assessment of personal management skills with a rubric. (*Ratings: Excellent; Good; Weak.)

and gave themselves lower ratings. Comparison of ratings and sustained discussion between student and adviser afforded each student feedback that helped him view his performance from a different perspective. The ultimate benefits from this type of assessment seemed to accrue through discourse rather than through the written exercise.

Student written rubrics, used to evaluate 75 projects at the exhibition, were analysed for their emphasis on product versus presentation, with regard to five characteristics. Language was the only variable that was consistent with students' choices of emphasis. Presentation, rather than product, was of great concern to ESL students and to students who worked in groups, which is not surprising since most ESL students chose to work in groups and felt insecure about making oral presentations. Although native English speakers who chose abstract project outcomes wrote exemplary rubrics, which addressed process rather than product or presentation, data from these rubrics was not considered reliable. Students, particularly ESL students, found this task difficult.

Initially, students had expressed disappointment in a non graded assignment but expressed no interest in grades at the exhibition. During assessment interviews at the exhibition, students were more concerned with displaying their journals and talking about process. The shift from initial preoccupation with *product* in early journal entries and proposals, to *process* is indicative of progress in meta-cognitive thought and self reflection. They understood the concept of formative assessment and appreciated the value of substantive, qualitative feedback. One student made the paradigm shift within the first few weeks of the project:

Student: Why aren't we getting grades?

Teacher-librarian: Why do you want grades?

Student: Because our parents want them?

Teacher-librarian: Why do your parents want grades?

Student: So they can see how we are doing compared to other students.

Teacher-librarian: Why is it difficult to compare your projects and give them a number grade?

Student: Because each of our projects is different. It wouldn't be fair to compare them!

Unlike teachers of primary and intermediate grades who had experience with authentic assessment, secondary teachers expressed discomfort. Some persisted in giving numerical grades in addition to writing narrative reports. Contrary to the perceptions of students and teachers about parents' concerns for grades, parents who assessed projects expressed support for the project design and narrative reports.

Implications for teacher-librarians

A personal project addresses self management skills in a context that is motivating by virtue of its unobtrusive design. Even in this context, however, students need support as independent learners. The scope of information literacy, expanded to include emotional intelligence, sets a new agenda for teacher-librarians to define the prerequisite skills for independent learning. The model of the personal project as designed for this study, is one of many possible models. Developmental appropriateness and individual differences suggest that elements of this model could be integrated with traditional, academic assignments that address cognitive facets of information literacy. A personal project, in part or whole, recurring at various grade levels, can provide archival material to track growth and progress, for which the use of the portfolio, another powerful authentic assessment instrument, is indicated.

Authentic learning and assessment are viable tools for the teacher-librarian, who becomes a facilitator in the process of learning. Authentic methods are particularly well suited to promoting emotional intelligence because they assess process, yet accommodate evaluation of product and presentation. Crafting lessons and units with journal writing, rubrics and peer review, the teacher-librarian takes responsibility for instructional design and puts the student in charge of his learning. Although authentic assessment is generally confined to primary and intermediate grades, teacher-librarians can use performance based strategies for articulation, both horizontally across curriculums, and vertically, through the upper grades.

The involvement of family and community in advising and assessment roles makes 'one on one' contact feasible, affording students personal attention and sustained discourse, which emerged from this study as stimulants for metacogntive thinking and self reflection. The performance based personal project model strengthens ties between school and community and helps parents to understand how they can support educators' goals for information literacy and independent learning.

Implicit in this study is the role of the teacher-librarian as a facilitator. Rather than teaching emotional intelligence and metacognitive thinking, teacher-librarians create opportunities for students to learn them. They generate and manage project work in an exemplary way, as a pro-active, rather than reactive, agent. The performance based design is an instrument for teaching the entire community of learners: administrators; parents; and other teachers. Action research, as a component of the instructional design, promotes reflective practice among colleagues. The teacher-librarian is seen as a researcher and role model, and is perceived as truly concerned with the process of learning. ■

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Abstracts

Watson, J. S. *'Students and the World Wide Web: issues of confidence and competence' in* **Unleash the power: knowledge – technology – diversity. Papers presented at the Third International Forum on Research in School Librarianship,** *edited by L. Lighthall & E. Howe. International Association of School Librarianship, 1999, pp 191-200.*

This research documents and analyses the experiences of sixteen year old teenagers in using the Internet for work and for pleasure. In previous research with searching the web, Watson identified that adolescents had an overt projection of confidence, and a sense of familiarity, openness and independence regarding their use of the Internet. However, he questioned whether this sense of confidence was because of their particular competencies from sustained use, or was in fact bravado that was mimicking adult behaviour or masking insecurity or lack of competence. This study followed through nine of the students that were in the previous study. It specifically focussed on how they learned to search for and access information, their capacity for critical thinking and evaluation in searching, and how their use of the World Wide Web reflected their developmental needs. The data were collected through qualitative interviews.

The study showed that in the personal realm, students' self perceptions of their use of the Internet were ones of confidence and competence. However, when using the web for specific, structured school based research tasks, they did not show the same kind of confidence. This was related to their lack of competence in locating "trustworthy" information, being able to assess the veracity of site information, and dealing with conflicting information. The students confirmed that, in the words of one student: "I don't remember any classes about using the Web" (Watson, p. 197). What clearly emerges is that the amount of direct instruction, the amount of problem solving, the amount of time and effort spent in thinking about the problems in the area influence the levels of confidence expressed by students, as well as their competence. R. Todd

Mackey, M. *'The changing powers of readers in a time of new technology' in* **Unleash the power: knowledge – technology – diversity. Papers presented at the Third International Forum on Research in School Librarianship,** *edited by L. Lighthall & E. Howe. International Association of School Librarianship, 1999, pp 181-190.*

This research is a qualitative study of students in Grades 5 and 8 in Canada, all with a background of domestic computer ownership and use. Its focus was on exploring notions of reading in the context of broad based access to different media. This arena raises some fundamental Questions: (a) What are the consequences of multimedia exposure and experience for readers' tacit understanding of how texts work?; (b) What repertoires of strategies and behaviours help people to process story and information in different media?; (c) How does experience in different media and platforms affect people's strategic approaches to texts in different formats?; and (d) What individual quirks or patterns of response, if any, manifest themselves across media boundaries. This research focuses specifically on Question (a). Students were given access to five different novels, made available through book, video and CD-ROM. They were provided with first pages of the five different novels, the opening credits of five movies on the screen, and the early stages of five narrative based CD-ROMs. Students were asked to say if they would continue further with each text and why, and what they thought might happen in each story based on what they had seen so far. Responses were audio recorded and transcribed.

The study found that readers were relatively indifferent to platform. They showed no signs of having an automatic preference for one medium or another; instead, they judged each text on its merits. They showed interest in and selectivity about all forms of media. They showed ability to discriminate in meaningful ways among texts and to articulate the reasons for their choice. They were "not overly dazzled by bells and whistles, nor dismissive of print" (Mackey, p. 190). There is a clear message in this research. The stereotypical image of young people switched on to computers and switched off to print is challenged, and this raises important implications for ongoing collection development and the print versus technology debate in schools. R. Todd ■

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in *Scan* for non-fiction material is the 13th Abridged Dewey, although when ordering SCIS cataloguing records, the 13th or 21st may be specified. Many more reviews than we publish in *Scan* go onto the DET Web site <http://www.dse.nsw.edu.au>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on HSC On-Line <http://hsc.csu.edu.au>.

USER LEVELS are given in stages as follows:

Early Stage 1	(for Preschool/Early Childhood)
Stage 1	(for Lower primary)
Stage 2	(for Middle primary)
Stage 3	(for Upper primary)
Stage 4	(for Lower secondary)
Stage 5	(for Middle secondary)
Stage 6	(for Upper secondary)
Community	(for Community/Parent/Adult)
Professional	(for Teachers)

The category KLA is intended to provide a guide as to which Key Learning Area the resource supports. These, and the USER LEVEL, should only be used as a guide, as many resources transcend age and subject barriers.

The following symbols indicate the Key Learning Area used by the NSW Board of Studies:

CA	Creative Arts (primary & secondary);
English	English (primary & secondary);
HSIE	Human Society & its Environment;
LOTE	Languages other than English;
Mathematics	Mathematics (primary & secondary);
PDHPE	Personal Development/Health/Physical Education;
Science	Science (secondary);
ST	Science & Technology (primary);
TAS	Technology & Applied Studies (secondary);
and	
VOC ED	Vocational Education
CEC	in front of a syllabus denotes that it is a Content Endorsed Course.

References to HSC syllabuses for students completing the HSC in 2000 will continue to be referred to in accordance with their Unit component, eg. 2 Unit English in the review, or 2U English in the SYLLABUS descriptor below the review. Courses relevant to the new HSC will be referred to by their syllabus title in the review followed by the endorsement date in brackets eg. Aboriginal Studies: Stage 6 (approved 1999); in the SYLLABUS descriptor, they will be followed by 'Stage 6', with any delineations following a colon eg English Stage 6: Standard. Core topic and option topic titles within syllabuses are italicised in a review.

Reviews of Internet sites

Sites are listed alphabetically by title. Reviews of Internet sites which support Literacy appear at the beginning of **Resources to support literacy**. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The **USER LEVEL** descriptor, **Professional**, is a pertinent reminder of such issues. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when they were reviewed.

1999 National Education Summit briefing book

http://www.summit99.org/briefing/briefingbook.pdf

This briefing documents the 1999 National Education Summit conducted in New York. It provides a detailed account of reforms and challenges facing the American education systems, and what has been achieved this decade in strengthening accountability within the education forum. Standards, assessment, and accountability are acknowledged to be the critical elements for successful reform. The challenges of ensuring standards by implementing rewards and consequences for under performers (students, teachers and schools), are identified whilst ensuring public support through reporting on performances at school levels. Establishing benchmarks for academic standards is a priority. There are many parallels to be drawn here for the direction of educational reform in Australia. E. Maxwell

USER LEVEL:	Professional
SCIS SUBJECTS:	Educational accountability; Education - Experimental methods
KEYWORDS:	Summit99
PUBLISHER:	1999 National Education Summit, USA
REVIEW DATE:	20/12/99

Antarctica: the continent of wonder

http://library.advanced.org/28779/

Beyond the attractive front page and simply presented text based main menu, this site provides a wealth of valuable information on all aspects of Antarctica. Users can explore: **The land**; **The ice**; **The life** (animals and plants); **The climate**; **Antarctica today** (environmental issues); and **The people** (including explorers and scientists). The right frame accesses an overview comprising brief facts in **Record & data**. **Question box** allows questions to be posed and answered on line. Information on the site is mainly text, with some maps and occasional stunning graphics. It could be useful when completing information reports on Antarctic wildlife, or on Antarctica itself, and could support the HSIE K-6 syllabus. C. Burden

USER LEVEL:	Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
SCIS SUBJECTS:	Antarctica
KEYWORDS:	Antarctica; continent
PUBLISHER:	ThinkQuest Library, USA
AUTHOR:	AKYAMA, Rihoko, HATA, Yukako, & MILLER, Bobby
REVIEW DATE:	16/12/99

Artwood Gallery of Fine Woodworking: photos of work

http://www.pacificws.com/artwood/photos.phtml

As indicated by the title, this site is a commercial art gallery for fine woodworking and design in wood. It features excellent images of work, and a link to more information about the artist for each piece. These informative links provide background information about the creator, and the design processes that they use. This enables investigation of a broader range of each gallery member's work, and further images of individually designed, hand crafted furniture and wood based art. Students and teachers will find a range of work, from carving to traditional furniture, that will certainly expand their creativity and options for designing in wood. P. Thompson

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology 7-10; 2U Design & Technology; 2U Industrial Technology
SCIS SUBJECTS:	Cabinet-making; Furniture; Woodwork
KEYWORDS:	Carving; furniture; wood crafts; woodworking
PUBLISHER:	Artwood, USA
REVIEW DATE:	20/12/99

Athletes against drugs - fit for life programs

http://www.joinaad.org/html/fit.htm

An American site, this promotes and encourages communities to address the growing issues of adolescent drug use. The benefit of this site is in the information provided about processes needed to get communities and individuals to initiate personal action to avoid drug taking behaviours. The site is well presented and easy to navigate. It could support a case study of community action to develop a health promotion initiative. It is relevant to: 2 Unit PDHPE Core Module 3: *Analysis and management of community health*. It is also applicable to the *PDHPE: Stage 6 syllabus* (approved 1999): Preliminary Core 2, *Better health for individuals*; and HSC Core 1, *Health priorities in Australia*, as it could support students undertaking a comparative study of health promotion initiatives. C. Maher

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE 7-10; 2U PDHPE; PDHPE Stage 6
SCIS SUBJECTS:	Drugs and adolescents
KEYWORDS:	Athletes; drugs; fit for life
PUBLISHER:	Athletes Against Drugs, USA
REVIEW DATE:	17/12/99

Athletics Australia online

http://www.athletics.org.au/

Keeping up with the latest news and **Results** of all the major track and field competitions is made simple using the database at this interesting and informative site. Searches can be undertaken by competition, year, or person, for all Australian athletes. The site includes mostly text information on: Athletics Australia; **Coaching** (selection criteria) and elite performance; major championships; and athletes, including those with a disability. It provides profiles, some in note form, of most of the current elite Australian athletes. **Rankings**, **Records**, and past performances are available. This site would complement Stage 5 elective PDHPE and the *Movement skill* content strand of the PDHPE 7-10 syllabus in relation to the Sydney 2000 Olympic Games. R. Lees

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE 7-10
SCIS SUBJECTS:	Athletics
KEYWORDS:	Athletes; athletics; Australia; track and field
PUBLISHER:	Athletics Australia
REVIEW DATE:	16/12/99

Australia New Zealand Food Authority - home page

http://www.anzfa.gov.au/

The organisation responsible for developing, varying, and reviewing standards for food available in Australia and New Zealand is represented at this site. Within the site information can be found relating to: **Food standards**; **Genetically modified foods**; **Food safety**; and **Food recall**. Students studying related topics will find this site easy to navigate and the information presented authoritative, consisting largely of official papers, standards and proposals. Teachers and students may wish to seek additional information reflecting more diverse views on the topics. **Latest publications media & speeches** allows students to access **Fact sheets**, which cover a range of topics, such as: **Food and gene technology**; **Food additives**; **The proposed meat standard**; and **Meat pies**. Agriculture students will find this site useful when collecting information for enterprise and product studies. K. Heap

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Agriculture 7-10; 2U Agriculture; 2U Food Technology
SCIS SUBJECTS:	Food additives; Food - Standards; Genetically engineered food
KEYWORDS:	Australia; food; New Zealand
PUBLISHER:	Commonwealth of Australia
REVIEW DATE:	20/12/99

The Australian electoral commission home page

http://www.aec.gov.au/

An important, simply structured, text based site, this could help develop an understanding of the processes of elections in Australia. The Australian Electoral Commission (AEC) is responsible for providing the Australian people with an independent electoral service that meets their needs and encourages them to understand and participate in the electoral process. Specific information on

forthcoming elections is complemented by answers to **Frequently asked questions**; a comprehensive **Glossary**; and an **Australian electoral history. Electoral education** provides information on the programs and services on offer including a range of publications, videos, posters, manuals, and brochures. This site is a useful classroom resource for a study of the electoral process. C. Dorbis

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Geography Stages 4-5; History Stages 4-5; HSIE K-6
SCIS SUBJECTS:	Elections - Australia; Voting
KEYWORDS:	Civics; citizenship; elections; franchise
PUBLISHER:	Commonwealth of Australia
REVIEW DATE:	16/12/99

The biology project
http://www.biology.arizona.edu/

A wide range of topics relevant to *Genetics and evolution*, *Cells*, and *Genes in action* in 2 Unit Biology Preliminary and HSC courses are presented at this easily navigated site. The **Studying cells** tutorial includes: a very useful discussion of the scientific method; major events in the development of cell biology; cells and their sizes; and light and electron microscopes. **Mendelian genetics** shows how to perform monohybrid and dihybrid crosses. **Biochemistry** includes problem sets and tutorials on enzymes, macromolecules, metabolism and photosynthesis. There are also pages on **Human biology**, **Immunology**, and **Molecular biology**. It is an excellent site. J. Morgan

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	2U Biology
SCIS SUBJECTS:	Biology
KEYWORDS:	Biochemistry; biology; cells; immunology
PUBLISHER:	University of Arizona, USA
REVIEW DATE:	16/12/99

The children's literature nook table of contents
http://www.geocities.com/Heartland/Estates/4967/childindex.html

For teachers searching for teaching ideas on traditional and contemporary children's literature, this well organised, visually stimulating, American site would be of great assistance. The site contains numerous resources, including teaching ideas on **Mother Goose** fairytales, and annotated bibliographies of books with cross curricula links. **In the Classroom** provides an abundance of activities and links to other related sites, which require exploration time to verify curriculum relevance. Of particular interest for exploration, are the **Children's Lit Links**, which include sites designed by children for children. The site is a useful professional resource for teachers planning English activities for Stages 1 to 5. H. Gardiner

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K-6; English 7-10
SCIS SUBJECTS:	Children's literature - Study and teaching; Classroom activities; English literature – Study and teaching
KEYWORDS:	Language arts; literature nook
PUBLISHER:	Jeanne, USA?
REVIEW DATE:	16/12/99

CMCC - mysteries of Egypt - menu
http://www.civilisations.ca/membrs/civiliz/egypt/egypte.html#menu

The excellent content here would be suitable for both junior and senior high school students, though teachers would need to assess readability for students in Stages 7 to 10. While it is attractive and well organised, the site as a whole can be difficult to navigate due to its large size. Thoughtful structuring of class activities, including directing them to specific areas of the site, would help address this. Text information is comprehensive and clear, and accompanied by quality images. **Egyptian civilization** offers a number of resources on many topics. The **Timeline** and **Glossary** are particularly useful. One can take virtual tours of monuments by selecting **VR gallery** or **Imax film**. **Tutankhamun** contains extensive information about his reign. It would be suitable for both preliminary and HSC topics. **Hatshepsut** has source material of interest to the personality topic or the first New Kingdom historical period. R. McDowall

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	2U/3U Ancient History
SCIS SUBJECTS:	Egypt - History - To 332 B.C.; Hatshepsut; Tombs; Tutankhamun
KEYWORDS:	civilisations; Egypt; Hatshepsut; Tutankhamun
PUBLISHER:	Canadian Museum of Civilisation
REVIEW DATE:	16/12/99

CMM image gallery
http://www.uq.oz.au/nanoworld/gallery.html

Large, clear photographs of cells are provided at this site. Scanning and transmission electron micrographs of structures such as **Blood cells**; **Mitochondria**; **Chloroplasts**; and **Bacteria** can be downloaded. The photographs are organised under headings such as: digestion; excretion; insects; microbes; parasites; and reproduction, and brief notes about some of the structures are provided. Relevant to many areas of the 2 Unit Biology syllabus especially topics such as: *Cells*; *Mammals and their requirements*; *Flowering plants and their requirements*; and *Human disease*, this excellent site allows users to access an otherwise often expensive and difficult to find resource. J. Morgan

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	2U Biology
SCIS SUBJECTS:	Biology; Cells
KEYWORDS:	Cells; disease; organelles
PUBLISHER:	The Centre for Microscopy and Microanalysis, University of Queensland, Australia
REVIEW DATE:	16/12/99

Cosmic ancestry: the modern version of panspermia
http://www.panspermia.org/

Information on a new theory of evolution and the origin of life can be found at this site. It holds that life on earth originated from bacterial spores from space. A fascinating site to explore, it also examines current theories of evolution. All information is extremely well referenced and supported with documentation. The hyperlinks are easy to navigate and amply supported with images. 2 Unit Biology students will find this site an extremely useful resource for *The human species* and *Genes in action* electives. It is also relevant for the *Biology: Stage 6 syllabus* (approved 1999). K. Heap

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	2U Biology; Biology Stage 6
SCIS SUBJECTS:	Evolution; Life - Origin
KEYWORDS:	Ancestry; evolution
PUBLISHER:	Brig Klyce, USA
REVIEW DATE:	16/12/99

Design for competitive advantage home page
http://akao.larc.nasa.gov/

By referring to technologies which lead to a competitive advantage in the market place, this site leads directly to the range of resources, including technology and human resources, available for any design project. Some academic papers cover creativity and innovation, and references are more suited to senior students and teachers. A constant reference to NASA research and development and the maintenance of quality, quality control and quality function deployment in their programs makes this a relevant and practical site. Discussion of the definitions of technology relevant to all in technology education is available on this excellent site. P. Thompson

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology 7-10; 2U Design & Technology
SCIS SUBJECTS:	Design
KEYWORDS:	Advantage; competitive; design
PUBLISHER:	NASA, USA
AUTHOR:	DEAN, E
REVIEW DATE:	16/12/99

Deutsche Bahn AG (German Rail Company)
http://www.bahn.de

German Rail offers their customers a dense network of travel destinations. The web site provides easy access to current timetables and prices, and explains the different services that are available. Information is also given on special offers for travelling within Germany and Europe, such as *Rail and fly* and *InterRail* tickets. Other sections focus on *Bahn and bike*, or the company's environmental policy. Non German speakers can find out how to plan their journey with Deutsche Bahn if they click on **International guests**. A rail network map is included. HSC students of German could use this site to practise travel situations with authentic material. S. Luebke

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	LOTE
SYLLABUS:	German 7-10; 2U Z German; 2U German; 3 U German
SCIS SUBJECTS:	German language - Problems, exercises, etc.; Germany - Social life and customs; Railways –Germany
KEYWORDS:	Deutsche Bahn; German; rail travel
PUBLISHER:	Deutsche Bahn AG, Germany
REVIEW DATE:	16/12/99

Directions for creating a bi-fold brochure
http://www.servtech.com/~bryant/NYSCATE/bfbrchr.html

Ready for printing or editing, this is a text based page with step by step instructions for creating a four page (one fold) document in *Clarisworks*. The clear, concise instructions are aimed at students, though measurements are in inches. There are also brief instructions

for creating a tri-fold document. A link back to the home page reveals a larger index to other **How to sheets**. This offers further selections relevant to *Clarisworks*, and other applications, such as *HyperStudio*, *Microsoft works*, and using camcorders. This site provides useful guidance for developing skills enabling students to use alternative publishing formats across all curricula. G. Donaldson

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Computing Studies 7-10; 2U Computing Studies; Design & Technology 7-10; 2U Design & Technology; Science & Technology K-6; Visual Arts 7-10
SCIS SUBJECTS:	Clarisworks (Computer program); Word processing
KEYWORDS:	Brochure; bi-fold; Clarisworks; Hyperstudio; Microsoft works
PUBLISHER:	New York State Association for Computers and Technologies in Education, USA
AUTHOR:	BRYANT, Karen
REVIEW DATE:	20/12/99

Drake's Indonesia page
http://www.geocities.com/~tadrake/index.html

Glorious photographs in beautiful colour and detail make this excellent site a pleasure to visit. Topics relating to everyday life are easily accessed, and include: **Bicycle** transportion; **Street sales**; **Food vendors** and services; and **Jamu** (traditional medicine). Relevant Indonesian terms are introduced and briefly and clearly explained in English. Collections of photographs, grouped according to geographical location such as **Bali** or **Toraja**, richly illustrate ethnic groups; tourist attractions; traditional life style; and ceremonies. Patiently waiting for all the photographs to appear in a section, especially if a user is relying on the very brief text which follows them for an explanation of what is shown, is worthwhile. K. Anstis

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Community
KLA:	LOTE
SYLLABUS:	2U/3U Indonesion; 2UZ Indonesian; Languages K-6
SCIS SUBJECTS:	Indonesia - Social life and customs
KEYWORDS:	Drake's Indonesia; geocities; Indonesia; travel
PUBLISHER:	Geocities
REVIEW DATE:	16/12/99

Earth Dog home page
http://www.earthdog.com/entrance.html

Earth Dog educates young people about environmental issues affecting our planet. After an introductory **Story**, which is well supported with cartoons, about how Earth Dog has become environmentally aware, students can investigate renewable energy sources such as solar, thermal, wind, and hydroelectric. All information is appropriately written for students from Stage 2 and up. This web site would easily tie in with most environmental education units, and offers appropriate support in achieving the Stage 3 HSIE outcomes ENS3.5 and ENS3.6. S. Taylor

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
SCIS SUBJECTS:	Environment

KEYWORDS: Energy; environment; protection
PUBLISHER: Earth Dog Inc, USA
REVIEW DATE: 20/12/99

Economic education

http://woodrow.mpls.frb.fed.us/econed/index.html

While it is designed for teachers of economics in the USA, there are several exercises on this site which demonstrate how economics is used in the real world. These can be tailored to suit Australian usage. They include topics on the exchange rate and political considerations of the budget. There are also examples of exam questions, some of which can be used by Australian educators. The page of links is generally quite good, although once again USA centred. Further exploration of these links is necessary to ensure curriculum relevance. I. Biddle

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: 2U/3U Economics
SCIS SUBJECTS: Economics
KEYWORDS: Economic; education; Federal Reserve
PUBLISHER: Federal Reserve Bank of Minneapolis, USA
REVIEW DATE: 16/12/99

Education World: curriculum: log on and learn more: ten on-line projects to enhance your curriculum

http://www.education-world.com/a_curr/curr164.shtml

The essence of this site is to help teachers integrate technology into the curriculum. A selection of projects is presented under topic areas, which include: **Interpersonal exchanges**; **Information collection and analysis**; and **Problem solving**. Through class enrolments, teachers are encouraged to participate in collaborative global activities, such as: a world weather watch; or designing a wind tunnel to research the aeronautical feats of the Wright Brothers, both an historical and design project. Contributions to activities cover a variety of approaches and formats, and are not necessarily all conducted online. Teachers can also suggest projects for future involvement. E. Maxwell

USER LEVEL: Professional
KLA: CA; English; LOTE; HSIE; Mathematics; PDHPE; Science; ST; TAS
SYLLABUS: English K-6; English 7-10; Geography Stages 4-5; HSIE K-6; History Stages 4-5; Science Stages 4-5
SCIS SUBJECTS: Curriculum planning; Educational innovations
KEYWORDS: Curriculum; education; on-line projects
PUBLISHER: Education World, USA
AUTHOR: STARR, Linda
REVIEW DATE: 20/12/99

Endangered species - introduction

http://www.qmuseum.qld.gov.au/nature/endangered/index.html

The impact of human activity on 30 of Queensland's native plants and animals can be investigated at this print based site, supporting the Science and Technology unit, *Environment matters*. The species, which range from insects to the blue whale, can be easily accessed through an alphabetical listing. Each species is simply presented with: its status; background information as to why it is endangered; research projects; and solutions to the problem. There are clear photographs and distribution maps. Simple definitions of endangered, vulnerable, and rare are provided. Factors such as introduced species that are threatening Australian wildlife, and a list of feasible actions individuals could undertake to ensure species are not endangered are presented. S. Leslie

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Endangered species
KEYWORDS: Endangered species
PUBLISHER: Queensland Museum, Australia
REVIEW DATE: 20/12/99

The Eureka Stockade

http://www.soverignhill.austasia.net/education/eureka.htm

Worthwhile information to support studies on the Australian gold rush era is available at this site. The information skills framework is used for much of the content. One of the most helpful entry points is the **Activities index**, accessed at the bottom of **The event of Eureka**: jumbled time-line or **The causes of Eureka**, which are linked at the end of this site page. **Classroom activities** and **Research notes** offer worthwhile programming ideas and activities. Specific instructions on using and manipulating the information offer a helpful teaching tool. Navigation can be haphazard and confusing on this otherwise valuable site. G. Cale

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Australia - History - 1851-1901; Eureka Stockade, 1854; Victoria - Gold discoveries
KEYWORDS: Eureka Stockade; gold; gold rush
PUBLISHER: Sovereign Hill Education Service, Australia
REVIEW DATE: 20/12/99

Filamentality

http://www.kn.pacbell.com/wired/fil/

There are several recent improvements in design that facilitate utilising this online web publishing site. After previewing samples in all the key learning areas, the framework for constructing and uploading your own web page with little knowledge of HTML is possible for all teachers. Design features are offered in progressive, simple stages, and can be structured to suit individual topics and classes. Suggestions provided include creating a multimedia scrapbook, a treasure hunt, or WebQuest. Importantly, the technology is seen as a tool for developing new approaches in teaching and learning, not just a novel approach to the same old tasks. E. Maxwell

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; ST; TAS
SYLLABUS: Computing Studies 7-10; 2U/3U Design & Technology; English 7-10; Mathematics 7-8; Mathematics 9-10
SCIS SUBJECTS: Computers in education; Electronic publishing; Web sites
KEYWORDS: Learning; web design
PUBLISHER: Knowledge Network Explorer/Pacific Bell, USA
REVIEW DATE: 20/12/99

The fitness files home page

http://rcc.webpoint.com/fitness/index.htm

Communicating the basics of how to become healthier is the focus of this well structured web site. Four main areas are available: **Fitness fundamentals**; **Get active**; **The injurenet**; and **Fuel for fitness**. Each area offers interactive features, and brief, clearly presented, mostly text information. The **Pick a sport quiz** in **Get active** helps users select an appropriate fitness activity. Users can also compare the calories in their diet with the calories burned by exercise. A range of **Stretches and exercises** are clearly outlined. This site helps make fitness fun. It is ideal for junior secondary students, and provides relevant support for the *Active lifestyle* content strand of the PDHPE 7-10 syllabus. R. Lees

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
SCIS SUBJECTS: Exercise; Nutrition; Physical fitness
KEYWORDS: Exercise; fitness; nutrition; training
PUBLISHER: All Saints Health Care System Inc, USA
AUTHOR: FITZGIBBONS, Judy
REVIEW DATE: 16/12/99

Frog life cycle

http://www.geocities.com/TheTropics/1337/info.html

The information presented regarding the life cycle of frogs is attractive, concise, and thorough, with age appropriate language. A positive attribute of this conciseness is that young, or new, users don't have to navigate through various pages and diagrams to access the information they need. Although the site has little advantage over a double page spread in a book, it is a useful tool for integrating the Internet into a unit of work. As the author was a fourteen year old student, it may also model or motivate students to develop their own sites. Links to other related sites would need time for further investigation by teachers. N. Paull

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Frogs; Growth
KEYWORDS: Frogs; life cycle
PUBLISHER: Alex Kulesza
REVIEW DATE: 20/12/99

Frogland!

http://allaboutfrogs.org/frogland.html

A great deal of information on many species of frogs, including many superb photographs, is available on this personal site. Navigation is easy, via the links in the left frame. While there is a range of information, generally well presented, the emphasis is on the unusual, sometimes bizarre, with a humorous undercurrent and an informal tone. Internal links include: **Weird facts** (definition, life cycle, predators); **Art gallery**; **Frog jokes**; **Frog fables**; **Froggy coloring book**; **Common questions**; **Species care sheets**; and **International frogs** (words for frog in a number of languages and scripts). The majority of information relates to frogs of the Americas. Environmental information is also included on this enjoyable site. G. Cale

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Frogs

KEYWORDS: Frogs
PUBLISHER: Doroto, USA
REVIEW DATE: 20/12/99

Galapagos Islands

http://www.pbs.org/cgi-bin/saf/gi.pl

The history, geography, geology, weather, wildlife, and threats are just some of the aspects of the Galapagos Islands dealt with here. Designed as an adventure field trip, with extensive experiments, activities, and links for students and teachers, there is great scope for interactive involvement, eg. comparing data obtained by the students on water quality or DNA samples with that available from the islands. **Journals**, video tours, a comprehensive glossary, and question and answer pages support an online tour hosted by Alan Alda. Allow plenty of time for indulging in the quality information for teaching and learning. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: English; HSIE; Science
SYLLABUS: 2U Biology; English K-6; English 7-10; Geography Stages 4-5; 2U Geology; History Stages 4-5; HSIE K-6; Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS: Evolution; Galapagos Islands; Natural selection; Report writing
KEYWORDS: Darwin; Evolution; Galapagos Islands
PUBLISHER: Scientific American Frontiers/PBS, USA
REVIEW DATE: 20/12/99

Geoscience education - gold rush technology, AGSO

http://www.agso.gov.au/education/goldrush/goldrush.html

The images and associated information on these pages are superb for a study of the technical side of the gold rush era. Information here is discreet to the tools and techniques used in gold mining in the period: how they were made; who used them; and their specific purpose. The information is well set out, user friendly, clear; and concise. Each section is accompanied by a series of useful questions. This site would complement well other available information on the gold rush era. The link to the Sovereign Hill Education Service takes the user to a wealth of information about Australia, particularly Victoria, at the height of the gold rushes. G. Cale

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Sciences and Technology K-6
SCIS SUBJECTS: Australia – Gold discoveries; Australia – History – 1851-1901
KEYWORDS: Gold; gold rush; mining; technology
PUBLISHER: Australian Geological Survey Organisation/ Sovereign Hill Education Service, Australia
REVIEW DATE: 20/12/99

GRDC - grain zone website

http://www.grdc.com.au/grdc/home.html

Detailed articles related to the Australian grain industry are available on this site. **The grains navigator** allows users to search hundreds of Australian grains research articles, indexed by subject, though users need to be specific in their use of search terms. The most relevant information for students is found in **Ground cover** in **Grains publications**. This is an Australian grains newspaper featuring articles

relevant to grain, land management, and genetic engineering. The site also offers links to government policies, and other grain sites worldwide, but time is required to verify curriculum relevance of these. K. Heap

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	2U Agriculture
SCIS SUBJECTS:	Grain
KEYWORDS:	Grain
PUBLISHER:	Grains Research & Development Corporation, Australia
REVIEW DATE:	20/12/99

The heart: an online exploration
http://sln.fi.edu/biosci/heart.html

Exploring the heart using this quality, well structured web site is fascinating. Comprehensive information, in accessible language, on all aspects of the heart and related lifestyle issues is available. Most of the facts are presented as text supported with vibrant graphics, making the pages quick to load. Embedded sound effects add to the appeal. There is also a series of videos in **The beat**. Additional text and visual information is hyperlinked from key terms throughout the pages. This helps users understand more difficult concepts. Activities such as listening to a heartbeat are included. K. Heap

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science; PDHPE
SYLLABUS:	2U Biology; PDHPE 7-10; 2U PDHPE; Science Stages 4-5
SCIS SUBJECTS:	Blood - Circulation; Heart; Human anatomy
KEYWORDS:	Heart
PUBLISHER:	The Franklin Institute Science Museum, USA
REVIEW DATE:	20/12/99

If you lived in
http://www.planetzoom.com/IfYouLivedIn/IYLI.html-ssi

Hyperlinks for eight countries allow students to investigate what life would be like if they lived in those countries. Some of the countries available are: Brazil; Guatemala; Egypt; India; and Japan. Information varies for each country, but includes aspects such as: food; clothing; languages; flags; education; government; and festivals. Text is simple and clear, with supporting colourful images. Students looking for basic facts and some photographs will find this site useful, and it would complement other available resources. It could support the study of cultural diversity for Stage 2 students or a cultural group for Stage 3 HSIE K-6 students. The site may also offer some support for Stage 4 students of French, Japanese, and Spanish. C. Burden

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	HSIE; LOTE
SYLLABUS:	French 7-10; HSIE K-6; Japanese 7-10; Spanish 7-10
SCIS SUBJECTS:	Brazil; Egypt; France; Guatemala; India; Ireland; Japan; Romania; Social life and customs
KEYWORDS:	Countries; lived
PUBLISHER:	PlanetZoom, USA
REVIEW DATE:	16/12/99

Internet lesson plans
http://www.schoolnet.ca/aboriginal/lessons/index-e.html

The 22 lessons here are aimed at improving students' understanding of the Internet and its applications. Each lesson has a clear aim, is usually text based, with occasional typographical or word processing errors. Most involve a page or less of introductory notes, followed by a project or exercise for students. The exercises present challenges to students and teachers will find a range of useful programming possibilities. Topics covered include: Internet history; terminology; Email; the World Wide Web; downloading; and chat. Suggested sites need to be verified for curriculum relevance and DET protocol. The ideas provided are a good starting point for teachers planning lessons on the Internet for secondary students. There are two additional links to online projects, including **Math magic**, for students, which teachers may wish to investigate. G. Donaldson

USER LEVEL:	Professional
KLA:	Mathematics; TAS
SYLLABUS:	Computing Studies 7-10; 2U Computing Studies: Preliminary; Mathematics 7-8; Mathematics 9-10
SCIS SUBJECTS:	Internet (Computer network)
KEYWORDS:	Internet, lesson plans; projects
PUBLISHER:	SchoolNet/Abenaki Associates, Canada
REVIEW DATE:	20/12/99

Jake's custom woodworking and design
http://www.jake-design.com/index.html

Jake is a one off furniture designer and craftsperson. On this site he offers photographic examples of his work for clients in the **Fine furniture**, **Cabinetry**, and **Architectural woodwork** areas. In his own words, his work is of "generally of a contemporary/eclectic nature". All of the work is of outstanding quality, and reflects the needs of the various clients. Architectural work is photographed in the home of the client, showing how it has been installed. Students and teachers will find much to inspire their own work. Overall sizes and timber types are given. Thumbnails are provided for browsing; these link to large, high quality photographs. P. Thompson, R. Thompson

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology 7-10; 2U Design & Technology; 2U Industrial Technology; Technics 7-10
SCIS SUBJECTS:	Cabinet-making; Woodwork
KEYWORDS:	Design; cabinetwork; furniture; woodworking
PUBLISHER:	Jake's Custom Woodworking & Design, USA
REVIEW DATE:	20/12/99

Jeopardy review
http://www.geocities.com/CollegePark/Quad/5687/jeo1.html

Those familiar with the *Jeopardy* quiz show structure will be able to use the questions and answers here to create an alternative environment for assessing student knowledge of basic computer concepts. There are 20 questions grouped by general computing topics, such as: **Input**; **Output**; **Storage**; **Viruses**; and **Abbreviations**. The page is in plain text in a table format. As presented here, the structure provides the answer first and contestants ask "What is a ...". Alternatively, teachers could use the information to create tests or quizzes, with the potential to utilise the ideas to generate quizzes on other topics. G. Donaldson

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	TAS
SYLLABUS:	Computing Studies Years 7-10; Science & Technology K-6
SCIS SUBJECTS:	Computers - Study and teaching; Computers - Quizzes
KEYWORDS:	Computer; Jeopardy
PUBLISHER:	Tonya Skinner, USA
REVIEW DATE:	20/12/99

The K-8 aeronautics Internet textbook
http://wings.ucdavis.edu/

Ideas for teaching aeronautics across the curriculum are provided in this joint project of NASA, the University of California, Davis, and a commercial enterprise. It would support such primary units as *Sinking, soaring and sailing*. Much of the information is presented at several levels, and also in Spanish. While some teaching activities are basic, there is an extensive choice. Many are of value, particularly the experiments. A unique glossary presents terms in sign language and could be used when investigating communication. Other facets to explore include: **Principles of aeronautics**; types of flight and **Mythology** (in **Curriculum bridges**); job descriptions and case studies of aeronautics workers (in **Careers**); and a sports technology project. S. Leslie

USER LEVEL:	Stage 3 Stage 4
KLA:	Science; ST; VOC ED
SYLLABUS:	Science & Technology; K-6; Science Stages 4-5
SCIS SUBJECTS:	Aeronautics; Flight
KEYWORDS:	Aeronautics; flight
PUBLISHER:	Cislunar Aerospace/University of California, USA
REVIEW DATE:	16/12/99

Koala's page
http://www2.jps.net/~jpeng/Koala/koala.html

Simply designed and easily navigated, this site provides useful information for students who are studying koalas. The site is largely text based, with numerous photographs of this Australian mammal. Whilst some of the information is more appropriate for secondary students, primary pupils would also be able to access some of the basic factual information. Topics covered include: the koala's history; physical features (**Bare facts**); birth; diet; habitat; parks and zoos where koalas are located; and koala stories. Links to related sites are available, but these require further exploration to verify curriculum relevance. This valuable site supports the Stage 3 science and technology *Our Australia* unit. J. Scheffers

USER LEVEL:	Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K-6
SCIS SUBJECTS:	Koalas
KEYWORDS:	Koalas
PUBLISHER:	Judy, Australia?
REVIEW DATE:	20/12/99

Langeoog - ferienwohnungen, hotels und informationen zur Nordseeinsel Langeoog
http://www.langeoogweb.de/home.htm

Langeoog is one of the Frisian Islands in the North Sea above Germany. All year round people visit this holiday island for health or recreational reasons. This web site gives information on how to travel there by car or public transport, including ferry timetables. It also describes the different outdoor activities and social highlights of life on the island. Students of German who are preparing for their HSC exams will find this site useful, because it provides authentic material for exercises, such as planning leisure activities. The link to a weather service site, and numerous images, help to make the exercises more lively and realistic. S. Luebke

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	LOTE
SYLLABUS:	German 7-10; 2U Z German; 2U/3U German
SCIS SUBJECTS:	Frisiean Islands; German language - Problems, exercises, etc
KEYWORDS:	German; Frisiean; holidays; island; Langeoog
PUBLISHER:	Stefan Hohmann, Balve
REVIEW DATE:	16/12/99

Le superweb - France 3 jeunesse
http://www.france3.fr/jeunesse/index.html

A very attractively presented, regularly updated site, this contains many interesting articles for students, parents, and teachers. For example, there is a page for parents, **Spécial parents**, and pages on pets and how to care for them. French background speaking students who have lived in France would read this with great pleasure. Teachers could refer this page to their advanced senior French students, who would also benefit from this lively page by reading some authentic French. It is a great site for students of French from Stage 3. K. Nowacki

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	LOTE
SYLLABUS:	Languages K-6; French 7-10; 2U French
SCIS SUBJECTS:	French language - Usage
KEYWORDS:	France; superweb; jeunesse
PUBLISHER:	France 3
REVIEW DATE:	20/12/99

Life on the goldfields virtual exhibition State Library of Victoria.
http://www.slv.vic.gov.au/slv/exhibitions/goldfields/

Eight paintings, captioned with topics such as: **Life under canvas**; **Entertainment**; **Mining techniques**; and **Eureka Stockade** introduce the user to the library's collection from the gold rush era. A large collection of paintings and maps are arranged under these topics, but also cross referenced by hypertext links. Navigation is simple, with an option to return to the original section at any time. Audio clips support written excerpts accompanying many of the paintings, telling of life experiences at that time, for example from diaries or letters written from the goldfields. This site provides linkages between a significant event that shaped Australia's identity, art appreciation, and the history of Australian painting. S. Leslie

USER LEVEL:	Stage 3
KLA:	HSIE; CA

SYLLABUS: HSIE K-6; Visual Arts K-6
SCIS SUBJECTS: Australia - Gold discoveries; Eureka Stockade, 1854; Gold
KEYWORDS: Exhibition; gold; goldfields; Victoria
PUBLISHER: State Library of Victoria, Australia
REVIEW DATE: 20/12/99

L'Chaim: a Holocaust web project
http://www.charm.net/~rbennett/l'chaim.html

While this site will be particularly useful for 2 Unit *People and Events* students studying Twentieth Century Germany, it will also be of interest to 2 Unit *Modern History* candidates and teachers. The site offers a number of written primary sources and images, which teachers may need to preview. **Memories and visions** contains visual essays of Auschwitz and Dachau, and the story of a survivor, Ingrid Griffin. The **Dachau virtual tour** includes letters, documents, and images from the camp. **Holocaust links** contains a **Glossary** and links to a number of relevant sites, which require exploration time to verify curriculum relevance. Users are invited to send additions to the Holocaust **Glossary**, and responses for inclusion on **The response** page. R. McDowall

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: 2U Modern History; 2U People & Events
SCIS SUBJECTS: Holocaust, Jewish, 1939-1945
KEYWORDS: Genocide; Holocaust; Jewish Holocaust
PUBLISHER: Charm Net, U.S.A.
REVIEW DATE: 16/12/99

The locker room... sports for kids!
http://members.aol.com/msdaizy/sports/locker.html

An attractive, child centred site, this provides details on a range of sports in clear, accessible language. For each included sport, mainly text information is included about: history of the sport; rules; skills; facts; and a glossary. Navigation is simple. Format is consistent for each sport. Graphics are colourful, and print is well sized and easily read. At the time of review, some sections were still under construction, though much relevant information is available. Some information is specific to America and measurements are imperial. Additional information on warm up routines, problems within teams, and working with a coach, is presented. This is a well structured site well suited to primary users. G. Cale

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Sports; Sports - Rules
KEYWORDS: Sports
PUBLISHER: POOLE, S, USA
REVIEW DATE: 17/12/99

Lonely Planet - destination: China.
http://www.lonelyplanet.com/dest/nea/chi.htm

With Stage 3 HSIE students in the *Culture* strand expected to compare the traditions, belief systems and practices of Australia with an Asia-Pacific nation, this overview of China would be helpful. The information is mainly print based, although a clear map of the country has links to information about specific cities and regions, and to more detailed maps. The simple overview of the country and the more detailed coverage means that this site can be used by children

across a range of abilities. The information is aimed at the tourist, but provides a good overview of: cultural features, such as food and events; historical places; geography; history; and politics. The site could also assist in understanding the cultural identity of speakers of Chinese. S. Leslie

USER LEVEL: Stage 3
KLA: HSIE; LOTE
SYLLABUS: Chinese K-6; HSIE K-6
SCIS SUBJECTS: China - Social life and customs; China - Geography
KEYWORDS: China
PUBLISHER: Lonely Planet
REVIEW DATE: 20/12/99

Minoans: history
http://www.wsu.edu:8080/~dee/MINOA/HISTORY.HTM

A very useful resource for 2 Unit *Personalities and their times* candidates studying Minoan or Mycenaean societies, this site contains helpful graphics and clear information on a number of topics. These are accessed through the **Change** to drop down menu, and include: history; religion; women; bull leaping; visual culture; the Greek Dark Ages; and **Homer**. The site is easy to navigate, allowing students to select topics in hypertext at the bottom of the each page or using the menu. An atlas, a timeline, and a glossary of Greek terms and concepts are also accessible from the pull down menu. The author has included his bibliographical references and copyright notices, providing a good model for students and potentially helpful additional references. R. MacDowall

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: 2U Ancient History; 2U Personalities & Their Times
SCIS SUBJECTS: Minoans
KEYWORDS: Minoans; Minoan history; Mycenaeans
PUBLISHER: Washington State University, USA
AUTHOR: HINES, Richard
REVIEW DATE: 16/12/99

The Museum of Human Disease
http://www.med.unsw.edu.au/pathology/Pathmus/

An excellent though at times visually challenging site, this provides a detailed and often highly technical description of a range of medical conditions. As the site is designed to cater for the needs of medical students, it provides insight into the expectations placed upon these students. For students of HSC Biology and PDHPE, the visual and text information available from the listing on the page's main frame will provide greater insight into a range of topics related to conditions and diseases of the human body. The site has limited relevance to the 2 Unit PDHPE core module 3: *Analysis and management of community health*. A useful inclusion on this site is a contact address to arrange tours of the Museum. C. Maher

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: 2U Biology; 2U PDHPE
SCIS SUBJECTS: Diseases; Health; Public health
KEYWORDS: Cancer; human disease; museum; pathology
PUBLISHER: School of Pathology, University of NSW, Australia
REVIEW DATE: 16/12/99

NASA-MSU/Bozeman CERES Project
http://btc.montana.edu/ceres/

Funded by NASA, this excellent site offers wonderful learning opportunities which link Internet resources with the teaching of astronomy. **Educational activities** contains lesson plans, useful for developing a range of skills for students from Kindergarten to Year 12, graded by academic level and duration. Quality resources supporting the learning activities are available within the site, many of which are links to NASA sites. Objectives, links with various KLAs, the materials and technology required, and assessment procedures are provided. Teachers could select relevant activities and student responses would involve a mix of online and offline experiences. **NASA Themes** organises information about NASA programs and personnel, as well as astronomy, into four categories. **Classroom resources** lists many other astronomy sites for teachers to explore further. S. Leslie

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science 7-10; 2U General Science
SCIS SUBJECTS: Astronomy; Space technology
KEYWORDS: Astronomy; space
PUBLISHER: NASA CERES Project/Montana State University, USA
REVIEW DATE: 21/12/99

National Aquarium in Baltimore
http://www.aqua.org/animals/species/jellies/index.html

Students can research the biology of a wide range of marine animals at this site. Recent information is presented in text and diagrams on organisms, such as: dolphins; whales; other marine vertebrates; and marine invertebrates. Students are able to access information about the anatomy, physiology, and ecology of each of these groups. This site is particularly relevant to the core topic, *Plant and animal adaptations*, of 2 Unit Biology, and also to Science Stages 4-5. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: 2U Biology; Science Stages 4-5
SCIS SUBJECTS: Marine biology
KEYWORDS: Marine biology
PUBLISHER: National Aquarium Baltimore, USA
REVIEW DATE: 16/12/99

Neuroscience for kids
http://faculty.washington.edu/chudler/neurok.html

The 2 Unit Biology elective, *Control and coordination*, is covered comprehensively at this site, which attractively presents text, diagrams, and photomicrographs at an appropriate level for Year 12 students. **Explore the nervous system** details topics such as: brain structure; neurones; synapses; reflexes; impulse conduction; and the effects of drugs. **Experiments and activities** presents practical activities, including ways to model the nervous system, and experiments on reflexes and senses. Extension work is catered for with activities such as memory activities and brain games. The site is easy to navigate, and experiments and models contained therein have grade levels allocated. This excellent site would also be useful for Year 9 or Year 10 Science. J. Morgan, J. A. Robinson

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: 2U Biology; Science Stages 4-5
SCIS SUBJECTS: Brain; Nervous system
KEYWORDS: Brain; neuroscience
PUBLISHER: University of Washington, USA
AUTHOR: CHUDLER, Eric.
REVIEW DATE: 16/12/99

OECD online
http://www.oecd.org

A well organised site, this is relevant to both HSC Geography and Economics, especially in the study of developing countries. **OECD activities** directs the user to detailed information on the specialised work of the organisation, on such topics as: environmental issues; electronic commerce; health; agriculture; money laundering; and economic policies. Much of the information included will inspire lively classroom discussion. Regular updates are provided on OECD issues. Some current statistics are provided, but the user is often directed to journal articles. Full of current, relevant, factual information, this site will be helpful for both teachers and students. K. Dally

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: 2U Economics; 2U Geography
SCIS SUBJECTS: Developing areas; Organisation for Economic Co-operation and Development
KEYWORDS: Agriculture; economic policies; health; OECD
PUBLISHER: Organisation for Economic Co-operation and Development, France
REVIEW DATE: 16/12/99

OFCN's Academy Curricular Exchange - mathematics
http://ofcn.org/cyber.serv/academy/ace/math/high.html

Eight lesson plans written by teachers are available at this text only site. Each plan provides: an overview; objectives; materials needed; and clear step by step instructions. Topics covered include: tangrams; problem solving; statistics; and graphs. All lessons involve practical exercises, accompanied by observations, proofs, and discussions. While the lessons are intended for American grades 4 to 12, teachers could find it a good source of lesson ideas for students from Stages 4 to 5. This site is a sample from a larger collection available from the organisation's home page. G. Donaldson

USER LEVEL: Professional
KLA: Mathematics
SYLLABUS: Mathematics 7-8; Mathematics 9-10
SCIS SUBJECTS: Mathematics - Study and teaching; Puzzles; Tangrams
KEYWORDS: Academy; geometry; lessons; mathematics; problem
PUBLISHER: Organisation for Community Networks, USA
REVIEW DATE: 17/12/99

OPTICS FOR KIDS!
http://www.opticalres.com/kidoptx.html

The basic information on the science of light found at this well presented site would support the Stage 3 Science and Technology unit, *Light up my life*. Definitions of optical terms are provided, with

clear explanations of types of lenses and some optical devices. Diagrams, some of which may be enlarged, assist explanations. A limited number of hypertext links to other sites augment the information by providing some interactive activities such as reading barcodes, however some lead to directories of sites that teachers would need to check for relevance. Chinese and Japanese could not be accessed at the time of review. S. Leslie

USER LEVEL:	Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
SCIS SUBJECTS:	Light; Optics
KEYWORDS:	Kids; light; optics
PUBLISHER:	Optical Research Associates, USA
AUTHOR:	IRVING, Bruce
REVIEW DATE:	21/12/99

Oral-B presents the Brush Buddies
http://www.oralbkids.com/

An enjoyable introduction to oral hygiene and tooth brushing is presented here. Although a company's promotional site, the advertising is not overly intrusive. In The medicine cabinet, brief information on how to brush and floss correctly is accompanied by simple graphics, and provides tips for general tooth care. The Parent's shelf allows access to the parent company's page for teaching tools including lesson plans, handouts, and resources. The lab includes a plaque attack game, which requires *Shockwave*. In The drain, a visit to the Mouth museum leads to facts on tooth history, while Tooth Tales encourages writing an ending to a related story. C. Burden

USER LEVEL:	Stage 1 Stage 2
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
SCIS SUBJECTS:	Teeth - Care and health
KEYWORDS:	Brush; dental care; teeth
PUBLISHER:	Oral-B, USA?
REVIEW DATE:	16/12/99

The particle adventure
http://www.ParticleAdventure.org/

The inner workings of the atom, and the tools used for its discovery are explored at this site. Most useful is the Particle adventure, which describes the currently accepted model of the atom and its components. The experimental evidence for this model is also included. A brief history of particle physics also provides more information on the development of quantum physics. Student worksheets are available on a range of topics, including: Rutherford's experiments; tracking particles; and magnetic effects of particles. This site is particularly relevant to *From ideas to implementation*, and the option topic, *From quanta to quarks*, in the *Physics: Stage 6 syllabus* (approved 1999). J. Morgan

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	2U Physics; Physics Stage 6
SCIS SUBJECTS:	Atoms; Particles (Nuclear physics); Physics; Quantum theory
KEYWORDS:	Atomic structure; science; particle; quantum; radiation
PUBLISHER:	Particle Data Group, Lawrence Berkeley National Laboratory, USA
REVIEW DATE:	20/12/99

Publications - Health - Australia's Health 1998 (AIHW)
http://www.aihw.gov.au/publications/health/ah98.html

An authoritative health report, organised in PDF files, containing extensive and highly relevant information on all aspects of health in Australian society, is published on this site. It allows teachers and students to explore the five current priority areas for Australia's health. Publications is a useful link offering access to a wealth of information relating to specific population groups, social trends, and morbidity/ mortality statistics specific to Federal Government priority areas. It could provide good support for 2 Unit PDHPE Core Module 3: *Analysis and management of community health*. It is also relevant to the new *PDHPE Stage 6 syllabus* (approved 1999): Preliminary Core 2, *Better health for individuals*; and HSC Core 1, *Health priorities in Australia*. This is an excellent site. C. Maher

USER LEVEL:	Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE 7-10; 2U PDHPE; PDHPE Stage 6
SCIS SUBJECTS:	Public health - Australia
KEYWORDS:	Australia; health
PUBLISHER:	Australian Institute of Health and Welfare
REVIEW DATE:	17/12/99

Remnants
http://www.birdsaustralia.com.au/remnants/

An interactive land management exercise, this simulation is designed to teach about the different kinds of land use and the environmental variables that impact upon birds in Australian temperate woodlands. Students design an imaginary farm, and select variables from pull down menus, such as type of animal raised, level of irrigation, and shrub cover. Additional information is provided on specific topics including Dieback. A score of the environmental health of the farm is then calculated, and a discussion follows about the ways to improve the management of the farm. This outstanding site provides a useful practical activity for the *Human environmental impact* elective in 2 Unit Biology. J. Morgan

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science; TAS
SYLLABUS:	2U Agriculture; 2U Biology; Science Stages 4-5
SCIS SUBJECTS:	Environmental protection; Land use
KEYWORDS:	Birds; conservation
PUBLISHER:	Royal Australasian Ornithological Union, Victoria, Australia
AUTHOR:	WILLIAMS, Cameron & BARRETT, Geoff
REVIEW DATE:	16/12/99

Rob Wood's guide to fitness testing
http://www.fitness.testing.8m.com/frames.htm

Highly detailed and easily accessible from List of fitness tests in the left frame, this Australian site enables the user to identify a range of fitness tests and assess their validity for use in the classroom, laboratory, or on the sporting field. The user is able to compare and assess the relevance of a range of tests for components of fitness, such as: Endurance; Flexibility; Agility; and Strength and power. Each test is succinctly described, and advantages and disadvantages discussed. The pages are frequently updated, have potential for interactive activities, and offer an extensive list of links to related

sites around the world though exploration time is necessary to verify curriculum relevance of these. The site could be useful for all teachers of PDHPE, and is relevant to the 2 Unit PDHPE *Movement, skill and performance* core module, and the *Human movement analysis* option module. It could also support the *PDHPE: Stage 6 syllabus* (approved 1999): Preliminary Core 3, *The body in motion*; and HSC Option 4, *Improving performance*. It is also applicable to Core 2, *The body in motion*, of CEC *Sport, lifestyle and recreation*. When using this site, PDHPE teachers are reminded to consider the purpose of using fitness tests. For example, the major purpose may be to teach about the concepts of fitness and testing protocols. Some of the service provider advertising and voting questions, which flash occasionally, are distracting. C. Maher

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE 7-10; 2U PDHPE; PDHPE Stage 6; CEC Sport, Lifestyle & Recreation
SCIS SUBJECTS:	Physical fitness
KEYWORDS:	Fitness; testing
PUBLISHER:	Rob Wood, Northern Territory Institute of Sport, Australia
REVIEW DATE:	17/12/99

Royal Philips Electronics
http://www.philips.com/indexns4.shtml

The major international product design and development company has a large site showing images and specifications of their product range. It includes discussion and images about leading edge and emerging technologies. The site is easy to navigate and can provide stimulation for the formal properties of objects students may be designing, in addition to giving up to date information on state of the art technologies for personal, home, commercial, and industrial uses. Each product is supported by descriptions, specifications, and future developments. Although the site is clearly promotional, targeted at the US market, there is enough information and such a diverse range of products to make it worth more than a single visit. It is a worthwhile site, supporting product research by students. P. Thompson, R. Thompson

USER LEVEL:	Stage 5 Stage 6 Community Professional
KLA:	TAS
SYLLABUS:	Design & Technology 7-10; 2U Design & Technology
SCIS SUBJECTS:	Electronic apparatus and appliances; Industrial design
KEYWORDS:	Electronics; industrial design; technology
PUBLISHER:	Koninklijke Philips Electronics, USA
REVIEW DATE:	20/12/99

Science in the rainforest: take a walk in the rainforest
http://www.pbs.org/tal/costa_rica/rainwalk.html

On this web site, students have the opportunity to undertake an interesting, attractive self guided virtual tour, incorporating some of the various Plants, animals (Monkeys, or birds), and Night life that can be found in a rainforest. An excellent feature is the food web and explanation of seed dispersal using birds, on the Habitats page. The site is well suited to students in Stage 3, who will find the text easy to read and understand. This site could offer motivating support for the *Global environments: rainforests* unit in the HSIE K-6 syllabus. S. Taylor

USER LEVEL:	Stage 3 Professional
KLA:	HSIE K-6
SYLLABUS:	HSIE K-6
SCIS SUBJECTS:	Rainforests
KEYWORDS:	Animals, habitat, plants, rainforest
PUBLISHER:	Public Broadcasting Service/Turner Adventure Learning, USA
REVIEW DATE:	20/12/99

The space place
http://spaceplace.jpl.nasa.gov/spacepl.htm

The intention of this absorbing site is to make astronomy enjoyable and relevant to students. It achieves this goal, and is appropriate for students from Kindergarten to Year 8. Spacey things to make has suggestions for making models using simple materials. Do spacey things has a range of student computer-based activities related to space, including a board game on black holes, and Space science in action has simple experiments such as making rockets and testing spacecraft materials. Dr Mark's amazing facts presents computer based activities on the technology involved in space exploration. Activities are clearly and attractively presented in appropriate, easily read language. J. Morgan

USER LEVEL:	Stage 3 Stage 4 Professional
KLA:	Science; ST
SYLLABUS:	Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS:	Space
KEYWORDS:	Astronomy; space; NASA; planets
PUBLISHER:	NASA/California Institute of Technology, USA
REVIEW DATE:	20/12/99

Spiders
http://www.austmus.gov.au/spider/ex00.htm

The multimedia spider exhibition at the Australian Museum in Sydney has now closed, but this support site remains. Links are provided via Spider pics, the Newsflash article, and Web links to eleven of the Museum's clearly presented *Search and discover* leaflets on spiders, covering such topics as distribution, habits, and identification. Spider pics includes photographs (with excellent resolution) of various Australian spiders. The site has one interactive activity: an interesting test of spider phobia from the Department of Behavioural Sciences at Sydney University. News flash discusses recent scientific debates regarding the bite of the white-tailed spider, with reference to some other spiders. Teachers may like to explore Web links to information about bites and stings, pets, and educational and scientific sites. Extenal links require time to verify curriculum relevance. S. Leslie

USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
SCIS SUBJECTS:	Spiders
KEYWORDS:	Australian Museum; spiders
PUBLISHER:	The Australian Museum
REVIEW DATE:	16/12/99

TekMom's technology buzzwords for students
http://www.tekmom.com/buzzwords/

The front page of this worthwhile site links 43 computer technology terms to clear definitions. Students can obtain definitions at three levels. The first is the initial short explanation in plain language,

bold, well sized text, with some graphics. The next takes students to the more formal **TechEncyclopedia**, an external site with more detail of the word. The third option requires students to search the **FOLDOC** online dictionary. The initial explanations are easy to read and also provide a sentence using the word in context. Teachers could use this site to develop students' information gathering skills for computer terminology. The front page also provides some printable puzzles, and ideas on how to use the site for students and teachers. G. Donaldson

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	English; TAS
SYLLABUS:	Computing Studies Years 7-10; Design &Technology 7-10; English K-6, Science & Technology K-6
SCIS SUBJECTS:	Computer science - Dictionaries
KEYWORDS:	Buzzwords; computer; definition; technology
PUBLISHER:	Anne Savage, USA
REVIEW DATE:	20/12/99

Tom Scavo's tangrams
http://forum.swarthmore.edu/trscavo/tangrams.html

Another quality site from Math Forum, this is a collection of activities, lessons, and associated theory. **Constructing your own set of tangrams** provides simple steps for making a tangram set from basic materials. The diagrams can be printed for copying and cutting out. **The area of tangram pieces** provides a practical way of introducing the concepts of area, polygons, and congruency, using the tangram set. **More tangram activities** move the students onto the concepts of areas of polygons, similarity, and intuitive geometry. Finally, there is a section with many links to related material which teachers could explore. All of the lessons are presented in simple steps for students, and answers to all questions are included. G. Donaldson

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	Mathematics
SYLLABUS:	Mathematics K-6; Mathematics 7-8; Mathematics 9-10
SCIS SUBJECTS:	Mathematics; Tangrams
KEYWORDS:	Congruency; Math Forum; tangram; similarity; symmetry
PUBLISHER:	Math Forum, National Science Foundation/ Swarthmore College, USA
AUTHOR:	SCAVO, Tom
REVIEW DATE:	16/12/99

Van Gogh's Van Goghs: Virtual tour welcome
http://www.nga.gov/exhibitions/vgwel.htm

The material in this site is an exploration of Van Gogh's better known works. This virtual tour shows excellent details of the paintings, and has a detailed commentary covering various disciplines on each work. The tour is part of Washington's *The National Gallery of Art* site, which is updated daily and has a good coverage of its exhibitions, including a new exploration of Edo Art in Japan 1615-1868, which could be looked at in conjunction with Van Gogh's work. General gallery information is provided. Navigation is simple and search facilities are available for locating artists and subjects. A. Whyte

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	Visual Arts 7-10; 2U Visual Arts; Visual Arts Stage 6

SCIS SUBJECTS:	Art, Japanese; Gogh, Vincent van
KEYWORDS:	Edo Art; Van Gogh
PUBLISHER:	National Gallery of Art, Washington, USA
REVIEW DATE:	16/12/99

Victorian spiders
http://www.mov.vic.gov.au/spiders/

A fascinating coverage of common Victorian spiders allows identification by photograph, name, or location around the home. Each spider has clearly outlined information, giving simple descriptions with photographs. Hypertext links exist between the information and many other detailed photographs. A clearly labelled diagram in **Structure** names spider parts. **First aid** information includes **Myths** related to spiders and the treatment of **Bites**. There are also a number of interactive games. Navigation of the site is easy, with much of the information cross referenced. Details of research projects; trapping and storage techniques; and a reading list may be of value at the professional level. S. Leslie

USER LEVEL:	Stage 2 Stage 3 Stage 4 Community Professional
KLA:	Science; ST
SYLLABUS:	Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS:	Spiders - Australia
KEYWORDS:	Spiders
PUBLISHER:	Museum Victoria
REVIEW DATE:	16/12/99

Welcome to quality wheat CRC Ltd
http://www.wheat-research.com.au/

Information about wheat that may otherwise be hard to find can be accessed on this site. It would support a wheat production product study for students of agriculture. Information in **Wheat questions** is primarily text so it is very quick to load. At the base of this page is a link to information and research on new varieties of wheat. Other areas of this page provide information on government programs related to the wheat industry. Senior students studying wheat will find this site particularly helpful. K. Heap

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Agriculture 7-10; 2U Agriculture
SCIS SUBJECTS:	Food production; Wheat
KEYWORDS:	Wheat
PUBLISHER:	Quality Wheat CRC Ltd, Australia
REVIEW DATE:	21/12/99

Welcome to Zoological Parks Board of New South Wales
http://www.zoo.nsw.gov.au/

Taronga Park Zoo and Western Plains Zoo are featured on this site. Details of carnivores, primates and ungulates; special programs aimed at K-12; and selected lists of animals with their diet, breeding and conservation status; are provided at this site. An excellent example of best practice in conservation and waste management is also found here. Detailed plans of recycling water plants, energy saving, a harbour foreshore regeneration program, and waste management at the zoo provide an impressive model for turning waste into resources. Minimising waste, in line with government legislation, is a high priority for the zoos, demonstrating responsibility for the product. S. Zivanovic

USER LEVEL:	Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
SCIS SUBJECTS:	Animals; Conservation of natural resources; Recycling (Waste, etc.)
KEYWORDS:	Bush regeneration; carnivore; conservation; primate; waste management; water recycling
PUBLISHER:	Zoological Parks Board of NSW, Australia
REVIEW DATE:	16/12/99

World Book online
http://www.worldbookonline.com/

Employing the familiar World Book house style and tone, and providing keyword access to all current articles, this online version also includes: access to selected extracts, in six broad categories, from previous entries to the encyclopedia back to 1922; reports on recent news events; and selected monthly focus topics. Direct links are provided to Internet sites on associated topics, though exploration time is required to verify curriculum relevance of these. The American perspective of the encyclopedia is apparent in most entries. Searches on several Australian topics revealed some factual errors and misspellings. The site is easy to search, although

graphics, sound etc can only be displayed after employing an advanced, rather than simple, search. Access to the site is by subscription and requires a password. W. Smith

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA; English; HSIE; LOTE; Mathematics; PDHPE; Science; ST; TAS
SCIS SUBJECTS:	Encyclopedias
KEYWORDS:	World Book
PUBLISHER:	World Book, USA
REVIEW DATE:	16/12/99

World History: HyperHistory
http://www.hyperhistory.com/online_n2/History_n2/a.html

A comprehensive history of the world through the use of graphical timelines, lifelines, charts, and maps, this site is divided into four main sections: **People**; **History**; **Events**; and **Maps**. The **People** and **Events** sections are colour coded to enable easy recognition of which area they represent. For example, all references to the science, technology, economy, and discovery are colour coded green. The text presented is clear and concise, appearing in a separate frame, maintaining the graphical reference in a central frame. The help pages provide a useful overview of the site. Time is needed to explore the site thoroughly, but it presents a valuable educational resource. N. Cooper

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	CA; HSIE; Science; ST
SYLLABUS:	2U/3U Ancient History; Visual Arts 7-10; History Stages 4-5; HSIE K-6; 2U/3U Modern History; Music 7-10; Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS:	History, Ancient; History, Modern
KEYWORDS:	History; world history
PUBLISHER:	HyperHistory Online, USA
REVIEW DATE:	16/12/99

Your weight on other worlds
http://www.exploratorium.edu/ronh/weight/index.html

Acting as a calculator, this site determines a user's weight on eight planets, five moons, and three stars. It simply requires students to enter their weight, making it accessible to all students. An explanation of the mass and weight, and their relationship to distance, is also available, but is more appropriate to students in Years 7 to 10. This site offers appropriate support for the *Out in space* unit in *Science and Technology K-6*. It could provide a good introduction to lessons involving gravity and its affects on mass, and give a good opportunity for discussion. S. Taylor

| USER LEVEL:	Stage 2 Stage 3 Stage 4 Professional
KLA:	Science; ST
SYLLABUS:	Science & Technology K-6; Science Stages 4-5
SCIS SUBJECTS:	Gravitation; Space
KEYWORDS:	Astronomy; gravity; planets; space; weight
PUBLISHER:	The Exploratorium Museum of Science, Art & Human Perception, USA
AUTHOR:	HIPSCHMAN, Ron
REVIEW DATE:	16/12/99

Resources to support literacy

The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. **Scan** has already published reviews of a range of resources, including some Internet sites, to support literacy. In this issue, we highlight further resources to support literacy, in keeping with initiatives in this area. Our reviewers include literacy experts to give an accurate appraisal of resources and how they might support the NSW Literacy and Numeracy Plan.

KLEIN, Robin
Penny Pollard's scrapbook
Hodder Children's, 1999
ISBN 0733609481

All the students in Penny's class must complete a project to be displayed at the school fete. But Penny has a major dilemma, she just can't decide what she wants to do. To make matters worse, halfway through the process her parents decide to sell their house and move. Penny purchases a scrapbook and begins collecting ideas and recording information in a wide variety of ways. The written text is a diverse collection of different text types and forms, including: email messages; letters; memos; notes; and lists. These will provide excellent models for explicit teaching of the social purpose, language, and grammar which structure written texts and
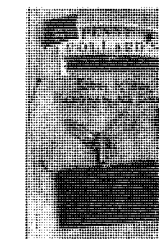
the text analyst reader role. Students will also thoroughly enjoy this long awaited sequel in this series. J. Stratford

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
	Paper $12.95 SCIS 982387

MCBRATNEY, Sam

Just you and me

Walker, 1999
ISBN 0744563399

Little Goosey and Gander Goose decided to go for a walk down to the river when a thunderstorm approaches. Deciding to find shelter from the storm, they investigate a range of hiding places with different forest animals, but Little Goosey only wants to be with Gander Goose. At last a safe, secure place is found and the two sleep peacefully through the storm. But are they really alone? This is a delightful picture book with a real twist in the final resolution. Subtle illustrations accompany the written text, effectively supporting students to access meaning. Many opportunities exist for the explicit teaching of grammar, especially statements, questions, adverbial phrases, verbs and verb groups. J. Stratford

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K-6
	Paper $9.95 SCIS 968027

STAFFORD, Paul.

Heinous humbuggery

Pants on Fire, 1999 (Pants on Fire presents 5)
ISBN 186333176X

A collection of seven humorous short stories, this will appeal to students, especially reluctant male readers. Designing indestructible space underwear, paying back time for Beaglehole the scoutmaster, and the effect of Sharon Jenkins' health biscuits on the town of Drainwell, are just some of the twisted tales included. Opportunities exist for teachers to explicitly teach the text analyst role of the reader, and to allow students to deconstruct the way texts are constructed to achieve their social purpose. Students will be able work towards achievement of the *Learning about* outcomes in Reading as they critically analyse and discuss how text structure, language choices and grammar assist the writer to create humorous, interesting written texts. J. Stratford
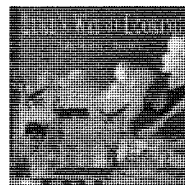
USER LEVEL:	Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K-6; English 7-10
	Paper $9.95 SCIS 975454

WHEATLEY, Nadia & OTTLEY, Matt

Luke's way of looking

Hodder Children's, 1999
ISBN 0733609279

Luke's talents include a vivid imagination and the ability to look at things differently. These talents are a real problem for him in class though, especially with a teacher like Mr Barraclough, whose very negative reactions to his paintings destroy Luke's self esteem. A chance visit to the local art gallery has wonderful repercussions for Luke. The diverse, detailed illustrations provide opportunities for critically examining the different ways our view of the world can be visually constructed, and the reaction of others to these constructions. This is an excellent picture book for developing critical literacy and text analyst skills, allowing students to sensitively explore issues raised within the written text and the illustrations, as they work towards achievement of the *Learning about* outcomes in the English K-6 syllabus. J. Stratford

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
	$24.95 SCIS 976164

Image matters: visual texts in the classroom

/ edited by Jon Callow. PETA, 1999
ISBN 1875622314   [302.2307]

Primary teachers and secondary English teachers will find this easily read resource more than useful in dealing with visual literacy. The authors include classroom teachers, curriculum advisers, and lecturers, and their contributions to the book are wide ranging. The concepts and codes of visual texts are introduced, and different aspects of visual text in picture books, drama, advertising, factual text, artworks, CD-ROMS, the Internet, television, video, and film are explored. Many chapters recommend visual texts to use with primary students, or provide sample units of work. The concepts are equally relevant to secondary classrooms, although more sophisticated visual texts would be required to satisfy curriculum outcomes at the secondary level. C. Patterson

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K-6; English 7-10; English Stage 6: *Standard; Advanced; ESL; Fundamentals*
	Paper $19.00 members;
	$26.00 others SCIS 971123

GRAHAM, Ian

Energy forever? [series]

Wayland, 1998

A great deal of valuable factual information about forms of energy, with particular focus on renewable resources, is provided in this series. The specialised scientific understandings contained in each book are made accessible through supports such as contents page, index and glossary, as well as clearly written texts and illustrations. The explanations, information reports and historical recounts also provide good models for students learning to write in science and technology and HSIE. Although most information is relevant world wide, students may need to look elsewhere for more specialised information about the Australian context. S. Humphrey

USER LEVEL:	Stage 3 Stage 4
KLA:	English; HSIE; Science; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6; Science Stages 4-5
	$35.00 each

Titles in this series include:

Fossil fuels	SCIS 973236
Solar power	SCIS 951186
Water power	SCIS 951187
Wind power	SCIS 966224

HEYWOOD, Peta

English steps 3

Cambridge University Press, 1999 (Cambridge primary skills)
ISBN 0521646928   [428.0076]

An assortment of activities in this resource provides minimal support for students to develop literacy skills. The book is divided into 36 units, each associated with a particular text type and linguistic focus. Teachers need to be aware that the understanding of text types presented here is different from that presented in the *English K-6* syllabus. Each of the units begins with presenting a model of a particular text type or text form, followed by activities. However, in these activities there is no explicit exploration of the purpose, context, staging or relevant grammatical features of the text. While some activities are useful, the book fails to systematically support students to achieve the set writing tasks. S. Humphrey, S. Robinson

USER LEVEL:	Stage 3
KLA:	English
SYLLABUS:	English K-6
	Paper $9.95 SCIS 984454

WESTWOOD, Peter

Spelling: approaches to teaching and assessment

ACER, 1999
ISBN 0864313136   [428.10071]

As part of the NSW Literacy and Numeracy Plan, the teaching of spelling has been given a renewed focus. This excellent book supports the view that spelling needs to be embedded within the context of a balanced literacy program. Of particular value is the detailed section on approaches to spelling instruction, which emphasises the need for students to learn how to learn words. There are also comprehensive chapters on the developmental stages of spelling acquisition, and teaching ideas. With a focus on students with spelling difficulties, the appendices include a variety of assessment tools for determining students' spelling achievements. Primary teachers will find this book a valuable companion to *Teaching spelling K-6*. H. Gardiner

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K-6
	Paper $19.95 SCIS 974776

PATULLO, Pat

Spelling patterns [series]

Cambridge University Press, 1999 (Cambridge primary skills)

The six books in this series are organised to cover six levels of spelling development, beginning after the first year of school. Each book contains up to 38 units of work, which focus primarily on developing phonological spelling knowledge. Some exercises relate to the other three forms of spelling knowledge, particularly morphemic knowledge, though no direct links are made explicit. Most units contain repetitive exercises to be completed individually by students, but some tasks can be completed in pairs or small groups. Exercises are isolated in nature, and unrelated to what is happening in the class literacy session. Some support could be provided, but teachers would need to carefully select elements from relevant units that supported their classroom spelling programs. The series could provide some suitable ideas for classroom teachers, but in general it is not in line with the NSW Literacy and Numeracy Plan's focus on explicit and systematic teaching as outlined in *Teaching spelling K-6*. J. Stratford

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
	Paper $9.95 each

Titles in this series are:

Spelling patterns 1	SCIS 977654
Spelling patterns 2	SCIS 977655
Spelling patterns 3	SCIS 977656
Spelling patterns 4	SCIS 977657
Spelling patterns 5	SCIS 977658
Spelling patterns 6	SCIS 977660

MONAGHAN, Elizabeth

Grammar skills 2

Cambridge University Press, 1999
ISBN 0521597579   [428.2]

Here is a useful information and activity book for students learning about the grammar of English. The book deals mainly with sentence level grammar, focussing on the form of parts of speech such as nouns, verbs, pronouns and conjunctions, and on building sentences. The information and activities would need to be supplemented to explore how these resources can be used for different purposes and within whole texts. The book also provides a very interesting, if brief, chapter on the history of the language and a section on finding information from references, including the Internet. Though refreshingly explicit, this section assumes some familiarity with computer terminology. S. Humphrey

USER LEVEL:	Stage 3 Stage 4
KLA:	English K-6; English 7-10
	Paper $14.95 SCIS 984608

COREY, Megan

Story starters for middle primary

Macmillan, 1998
ISBN 0732947079   [808]

Getting students started in writing narratives can be a challenge. They may loudly say that they have nothing to write about! This book offers a solution for the reluctant writer. Students are presented with a variety of imaginary scenarios from which they can develop a story. The story starters are in the form of an illustration that suggests a problem which can be further developed, or an orientation which introduces some characters and a problem. Opportunities to write either first or third person narratives are provided. They could be used successfully in modelled, guided, or independent writing lessons. P. Hutton

USER LEVEL:	Stage 2
KLA:	English
SYLLABUS:	English K-6
	Paper $21.95 SCIS 9468457

LEWIS, Maureen

Writing in the curriculum: frames to support learning

PETA, 1999
ISBN 1875622322 [808]

Here is a practical resource for supporting students' writing by providing scaffolds. A brief introduction focuses on the types of problems students may experience in writing, and then explains the concept of frameworks for planning, for writing in mathematics, and in science and technology, and for developing independence in writing. The bulk of the book consists of well presented, photocopiable writing framework proformas. Each framework is clearly labelled as to the text type it supports, and each one is set out in easily identifiable structural parts of the text. The frameworks for KLA specific texts include, for example, proformas to assist students in recording information in regards to investigating, comparing and proving mathematical phenomena. A. Mandel

USER LEVEL: Professional
KLA: English; Mathematics; ST
Paper $14.00 members, $17.00 others
SCIS 976285

SCHILL, Janne

On target: creating a text for a purpose

Heinemann, 1998
ISBN 08640623526 [808]

One of the aspects of the syllabuses, developed to support the HSC and School Certificate, is the need to teach the literacy demands of their subjects more explicitly. This book will provide support in teaching the particular reading, viewing, writing, and speaking and listening skills required in subject areas. The examples in this book relate directly to the English KLA. A wide variety of literary, factual, media and visual texts ensure that all examples and activities are authentic and relevant to the students. P. Hutton
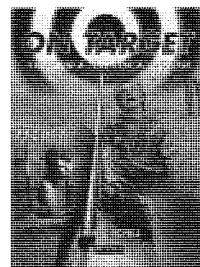
USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6:*Standard*; *Advanced*; *ESL*; *Fundamentals*
Paper $28.95
SCIS 951388

DUNBAR, James & REMPHRY, Martin

When I was young

Franklin Watts, 1999 (Wonderwise)
ISBN 0749632399 [941]

In several formats, a basic family history unfolds: reminiscences through the generations, with a wall plaque used to indicate intervals of approximately fifty years. Text is simply constructed and most teaching would focus on the lovely, detailed watercolours, which highlight features of family life. It is unfortunate that speech marks are not used to indicate direct speech. Next, a gallery of family members who have told their story forms a family tree of sorts. **Useful information** provides a summary of life for each grandparent, beginning from 1697 (as opposed to the main body of the book, which travels back in time from 1999). This is the first time actual

dates are given and this text picks up on some of the detail in the illustrations. C. Patterson

USER LEVEL: Early Stage 1 Stage 1
KLA: English, HSIE
SYLLABUS: English K-6; HSIE K-6
$26.95
SCIS 966228

Picture books

Picture books are arranged alphabetically by author.

Some books in this section are non-fiction or have relevance to a particular KLA.

BASE, Graeme

The worst band in the universe

Viking, 1999
ISBN 0670865656 [A821]

Sprocc is a young, musically talented outcast from planet Blipp, whose musical tastes lead him to adventures with the worst band in the universe. Inventive and imaginative, this picture book involves a rich array of aliens, distant planets with varying hazards, and the struggle for freedom of expression. Sprocc eventually returns home to heroically confront the dark force of musical oppression. The epic poetic narrative of this work moves at a fast pace, but is forcibly rhymed and lengthy. Base's illustrations are as joyful and detailed as ever, with magnificent use of colour and design. They reward close scrutiny. An accompanying compact disc features Graeme Base's music. J. Buckley

USER LEVEL: Stage 3 Stage 4
$24.95
SCIS 983398

BRADMAN, Tony & WRIGHT Carol

It came from outer space = Ta cong wai xing lai

/ Chinese translation by Sylvia Denham. Mantra, 1998
ISBN 1852693363

A spaceship arrives on the roof of the school, revealing a scary astronaut style creature to the children. After overcoming their fear, the children talk with the monster and visit the spaceship. This is an entertaining picture book, with simple text and direct narration. Parallel Chinese and English text is clearly set out. It is appropriate for background speakers of Chinese, though English and Mandarin texts do not strictly match at all times. Clever illustrations help keep the reader guessing the story's meaning. The concluding pages reveal that the situation is not as simple as initial assumptions can suggest. Effective use of perspective and orientation in the illustrations enhances the work's impact. The book may offer support for Chinese K-6. J. Buckley

USER LEVEL: Stage 2 Stage 3
KLA: LOTE
SYLLABUS: Chinese K-6
$29.95 Global
SCIS 957131

CHILD, Lauren

I want a pet

Scholastic, 1999
ISBN 1865040630

Choosing a pet is the focus of this humorous and enjoyable picture book. A young girl suggests various wild animals as likely candidates, only to have each member of her family object that they are unsuitable. Brightly coloured backgrounds complement large, colourful, cartoon style illustrations and bold, simple text. The young girl's final choice is not only unusual, it has none of the disadvantages of the other pets, offering much scope for discussion. This could be a useful model for student writing about familiar and unfamiliar animals. J. Eade

USER LEVEL: Early Stage 1 Stage 1 Stage 2
Paper $12.95
SCIS 966293

COWCHER, Helen

Antarctica

/ Chinese translation by Mei-Ling Christine Lee. Milet, 1997
ISBN 1840590017

A strong environmental message, raising the question of responsibility for environmental damage in the Antarctic, is present in this picture book with parallel texts in English and Chinese scripts. The book describes the lives of Emperor penguins, Weddell seals, and Adélie penguins. Simple, descriptive text highlights the natural cycles of the Antarctic environment. Beautiful watercolour illustrations fill each double page spread, surrounding the dual texts. The illustrations emphasise the beauty of the birds and animals, and set them within light, colour washed backgrounds. This is a beautiful picture book. It may offer support for Chinese K-6, and background speakers of Chinese including those reading at home, though English and Mandarin texts do not strictly match at all times. J. Buckley

USER LEVEL: Stage 2 Stage 3
KLA: LOTE; ST
SYLLABUS: Chinese K-6; Science & Technology K-6
$31.95 Global
SCIS 953537

COX, Tania & MCLEAN, Andrew

Little bat

Working Title, 1999
ISBN 1876288019

Little Bat faces a moment in life when confidence is needed. He is gently encouraged by many other animals, until after some final words from Mum, he tries (to fly) and succeeds. The final double pages show a delightful mixture of amazement and pleasure in this new physical achievement. Beautiful page design contributes greatly to this picture book. Dark, rich blue pages surround text in attractive yellow font. McLean's wonderful illustrations lift the simple text. The deeply coloured evening sky and luxuriant rainforest vegetation are beautiful backgrounds to a succession of animals. While all are rainforest creatures, the story structure, which locates them all together in the tree at the same time, strains credibility. J. Buckley

USER LEVEL: Early Stage 1 Stage 1 Stage 2
$22.95
SCIS 982388

CRESP, Gael & COX, David

The biography of Gilbert Alexander Pig

Cygnet, 1999
ISBN 1876615001

The themes of negotiation, compromise, and conflict resolution are cleverly explored in this delightful reworking of the tale of the three little pigs. Gilbert the pig, who has a penchant for music, embarks on a journey to explore the world. With his trumpet tucked safely under his arm, Gilbert soon encounters the nasty white wolf. What follows is an adventurous tale of how Gilbert tries to outrun and outwit his adversary. Many readers may find the colourful illustrations reminiscent of those of Quentin Blake. Will Wolf take Gilbert's trumpet? Will Gilbert ever be happy living in the big city? Young readers will thoroughly enjoy discovering the answers in this superb picture book. H. Gardiner

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
$22.95
SCIS 978730

DUMBLETON, Mike & JELLET, Tom

Downsized

Random House, 1999
ISBN 0091832888

When a young girl's father loses his job and everything begins to change, she formulates a plan to help her father feel needed and valued again. The beautifully executed illustrations reflect the emotional turmoil of a family whose way of life suddenly alters. If used in personal development programs, this picture book would provide clear examples of how a sense of one's own worth, dignity and belonging affect an individual's self esteem as well as influencing his or her actions. It could also be used as a stimulus for discussion about the importance of family life, the value of positive relationships and the need to work cooperatively. G. Penn

USER LEVEL: Stage 1 Stage 2
KLA: PDHPE
SYLLABUS PDHPE K-6
$22.95
SCIS 976167

ERNST, Lisa Campbell

Stella Louella's runaway book

Simon & Schuster, 1998
ISBN 0689818831

In this picture book, a delightful intrigue unfolds as an expanding group set off in search of a missing library book. The incremental, predictable repetition and the urgency of the search, propel the story to a satisfying conclusion for both our responsible young library user and her librarian. Cleverly woven into the fabric of the story is a tantalising paper trail of clues as to the identity of the lost title. Literal pen and ink illustrations dominate each page, allowing non readers to access the story. The use of American English, while noticeable, should not deter readers. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1 Community
$22.95
SCIS 976287

FLEISCHMAN, Paul

Weslandia

Walker, 1999
ISBN 0744540992

Quirky is the best way to describe this beautifully illustrated picture book. Deciding that he needs a good summer project, Wesley, an eccentric and off beat loner, begins to put into use some of the knowledge he has learnt at school by establishing an alternative civilization. The reader is caught up in the action, as Wesley lays the foundations for his new land while enduring the taunts of his schoolmates. There is a surreal and fantastic quality to the plot, as readers are taken on an unusual journey into another world. This multi faceted picture book evokes a variety of responses and should stimulate a great deal of discussion amongst students. H. Gardiner

USER LEVEL:	Stage 2 Stage 3	
	$22.95	SCIS 973441

HARRISON, Troon, DANIEL, Alan & DANIEL, Lea

The dream collector

Scholastic, 1999
ISBN 18650486X

Is this the ultimate shaggy dog story? The dream collector is a white haired man, clad in overalls, who is responsible for keeping the streets clear of the results of people's nightly dreams. His huge truck has broken down in Zachary's front driveway, and this explains the boisterous sheepdog and two zebras which Zachary finds in the birdbath! Surrounded by escaped dinosaurs, pirates, dragons, and other bizarre creatures, Zachary must help the dream collector to get back on the job before dawn breaks. The Daniels' large, vibrant paintings encroach delightfully onto each text page, helping to create a beautiful, descriptive, and satisfying picture book. I. McLean

USER LEVEL:	Early Stage 1 Stage 1	
	Paper $9.95	SCIS 974597

JOSLIN, Mary

The minstrel's tale

Lion, 1999
ISBN 0745939651

Love lost, and the healing power of friendship, are the themes of this picture book. A minstrel remains in the soldiers' camp until all have left, then leaves for home and his girl, whom he longs to marry. Believing him dead, she has married another, a soldier friend of the minstrel. Despairing, he leaves and travels far away, eventually learning to sing joyful songs again. Simply told, through clever use of language, the tale reflects the minstrel's feelings as he goes from longing, through grief and despair, to hope. Geoffrey Patterson's illustrations capture the moods of the text well, using the strong, rich colours of the medieval period. J Quirk

USER LEVEL:	Stage 2 Stage 3	
	$24.95	SCIS 968833

KIRK, Daniel

Bigger

Putnam, 1998
ISBN 0399231277

Human growth and development is the key element of this story. Using facts about how humans grow physically, and how perceptions of one's environment change as they grow, the author uses a child's perspective as he grows from a baby into a young boy. The illustrations are a colourful kaleidoscope of the wonders of a child's growing world and an ideal stimulus for discussion. There is a wonderful sense of the child being central, confident and powerful in their world which might lead to interesting discussion. The text, which is very simple and easy to read, increases in print size as the child grows. L. Crofts

USER LEVEL:	Early Stage 1 Stage 1	
KLA:	PDHPE	
SYLLABUS:	PDHPE K-6	
	$22.95	SCIS 971921

LEE, Huy Voun

In the park

Holt, 1998
ISBN 0805041281

On the first day of spring, Xiao Ming and his mother go to the park to enjoy the pleasures of the new season. As they observe the plants, insects, birds and trees, Xiao Ming's mother teaches him the Chinese characters needed to write these words. Each character is simply described as a picture of the object. The endpapers list the characters introduced, with their English meaning and approximations of pronunciation in Mandarin Chinese. This is an attractive picture book, which uses colourful, paper collage style illustrations. Striking page design features wide borders with rice paper texture. It explores the development of Chinese written characters in a warm family context, and is appropriate for language awareness and support for background speakers reading at home. It may offer some support for Chinese K-6. J. Buckley

USER LEVEL:	Stage 1 Stage 2	
KLA:	LOTE	
SYLLABUS:	Chinese K-6	
	$28.95 each; Global	SCIS 954540

Also in this series:
At the beach	SCIS 837037
In the snow	SCIS 947999

McCLELLAND, Julia & JAMES, Ann

Lizzie and Smiley: five stories for young children

Viking, 1999
ISBN 067087308X

In this picture book there are five comforting stories about daily adventures which families might share. Smiley, who is a big, soft, cuddly dog, is Lizzie's best friend. He rescues Lizzie when she is in danger and she calms him when he is frightened during a thunderstorm. Each story describes that special bond that often grows between people and between people and their pets. It stresses the importance of caring interpersonal relationships, the qualities of friends, communicating, and describes the developing and changing

nature of friendships. This book would be valuable in assisting teaching and learning about trust in child protection education. G. Penn

USER LEVEL:	Stage 1 Stage 2	
KLA:	PDHPE	
SYLLABUS:	PDHPE K-6	
	$19.95	SCIS 971714

MACDONALD, Elizabeth & BROWN, Ken

Dilly-Dally and the nine secrets

Andersen, 1999
ISBN 086264853X

Delightful water colours are featured in this picture book. The numbers one to ten are set within the context a story in which Dilly-Dally, the duck, encounters numbers of other riverland characters. These begin with a heron and one chick and conclude with the magpie and her ten babies. Students will enjoy predicting the number of Dilly-Dally's secrets from the clues on each page. The lifelike characters and their babies will entrance young readers as the pages turn, and the number of secrets hidden by Dilly-Dally increases. This is an attractive book with a focus on counting. J. Fenech

USER LEVEL:	Early Stage 1	
KLA:	Mathematics	
SYLLABUS:	Mathematics K-6	
	$24.95	SCIS 976296

MERRY, Paul & COUTTS, Lisa

Teddy Cool cleans up

Wordhouse, 1999
ISBN 0646359916   [A821]

Environmental protection is the focus of this engaging picture book in rhyme, in which Teddy Cool, a koala, and his animal friends take action to stop a soap factory polluting their land and homes. Success in their quest is realised when the company agrees to recycle their waste and restore the landscape. The language and ideas are presented in a very simple format, providing the reader with very clear ecological messages. The text is somewhat overwhelmed by the sheer vibrancy of the colour illustrations that cover the entire page. This is an excellent stimulus for discussion on environmental issues, and an entertaining example of Australian poetry. L. Crofts

USER LEVEL:	Stage 1	
KLA:	English	
SYLLABUS:	English K-6	
	$19.95	SCIS 975066

MILLARD, Glenda

Unplugged!

Margaret Hamilton, 1999
ISBN 1876289201

Katie and Grandpa decide to use the bath to drain their honeycomb, forcing Grandma to use Murray's bath. Murray is their pet yabby and his bath is outside, under the plum tree. These ingredients, accompanied by vibrant, cheeky illustrations by Dee Huxley, combine to make a clever, very funny picture book. The flavour is totally Australian, with Grandma singing with the cicadas and Grandpa concerned more about Murray's bad
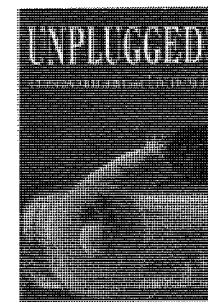
day than poor Grandma's predicament. Rich and creative use of language, and accurate observation of character, add to the appeal of this book, which is recommended for students and teachers alike who enjoy a good laugh. J. Eade

USER LEVEL:	Stage 1 Stage 2	
	$19.95	SCIS 979896

PLATT, Richard

Castle diary: the journal of Tobias Burgess, page

Walker, 1999
ISBN 0744528801

Detailed, lively watercolour and ink drawings of daily life in a prosperous English baron's castle during the Middle Ages, characterise this attractive, large format picture book. The use of a page as protagonist and narrator necessarily focuses the reader's attention on activities of privileged males: there is little information about the lives of girls and women, servants, or the peasantry. Information is provided on numerous topics (archery, food, school, games, hunting, poaching, harvesting, and the making of a knight). Plentiful, well captioned illustrations help make this snapshot of castle life useful in the *Cultures* strand of HSIE K-6, and appealing to young readers, especially those who prefer non fiction. W. Smith

USER LEVEL:	Stage 3 Stage 4	
KLA:	HSIE	
SYLLABUS:	HSIE K-6	
	$29.95	SCIS 983504

SMYTH, Gwenda & SMITH, Craig

The famous Wispy Bell

Lothian, 1999
ISBN 0850917603

An apparently simple story about a misfit child who rebels against parental and social expectations to achieve a personal goal, this thought provoking picture book also provides opportunities for classroom discussion about choice and acceptance, reality and illusion, the power of the media, and the power of personal will. Wispy Bell is the embodiment of modern young womanhood, abandoning traditional roles and insisting on personal independence. But in gaining her heart's desire, she must adopt and act in the very role and persona she has rejected. The eponymous heroine is the only individualised character, but Craig Smith's cheerful illustrations give definition to others left unrealised by the text. W. Smith
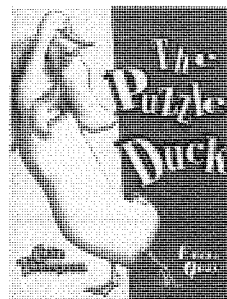
USER LEVEL:	Stage 1 Stage 2 Stage 3	
	$22.95	SCIS 976364

THOMPSON, Colin & QUAY, Emma

The puzzle duck

Random House, 1999
ISBN 0091834775

This picture book is a modern cautionary tale. Eminently wise Duck answers difficult questions for her curious, but gullible, companions with authority. Questioned by her concerned sister about actually telling lies, she explains her behaviour as simply providing answers

that make others, including herself, happy. But lies will not provide escape for Duck when confronted with the clever fox seeking dinner. Luckily, the truth does! Illustrations provide sequential visual clues, add to the humour, and perfectly match the text on each double page spread. In a shared reading session this book could provide a great story and many discussion points for students. K. Chauncy

USER LEVEL:	Early Stage 1 Stage 1 Stage 2	
	$22.95	SCIS 982383

TONKIN, Rachel

To the goldfields!

Allen & Unwin, 1999
ISBN 1864484101

Based on eye witness accounts and contemporary illustrations, and told from the perspective of a nine year old boy, the large colourful illustrations and clear simple text of this picture book show many aspects of life on the Victorian goldfields in the 1850s. The dangers and difficulties of daily life, mining methods, political issues, and race relations are shown, using concepts and language appropriate for young readers. This could prove a valuable complementary resource for studies of the gold rushes, adding a relevant social and personal perspective. Endpaper maps offer a useful model for maps in local area studies. Teachers' notes may be downloaded from the publisher's Internet site. W. Smith

USER LEVEL:	Stage 2 Stage 3	
KLA:	HSIE	
SYLLABUS:	HSIE K-6	
	$22.95	SCIS 982390

WARD, Nick

Don't worry, Grandpa

Random House Children's, 1998 (A Red fox book)
ISBN 0099333910

A thunderstorm threatens, and Grandpa feels very jumpy and jittery, but then Charlie tells him what makes the crashes and flashes. With the explanation being given by a child, this picture book provides a twist to the often told story that thunderstorms are just giants playing in the sky. It could be a particularly useful book to have available in a classroom during a thunderstorm, an event that is often upsetting for younger students. The attractive illustrations showing the obvious warm affection between a grandfather and grandson would also be useful as examples of positive relationships and appropriate touching, two key concepts in Child Protection education. G. Penn

USER LEVEL:	Early Stage 1	
KLA:	PDHPE	
SYLLABUS:	PDHPE K-6	
	Paper $12.95	SCIS 973097

WILD, Margaret & SPUDVILAS, Anne

Jenny Angel

Viking, 1999
ISBN 0670845051

Here is a picture book of great delicacy and strength. It explores Jenny's emotions as she deals with the death of her younger brother. Jenny believes that she can be Davy's guardian angel, watching over and protecting him. The text is understated, yet complex. Younger readers may need support to distinguish between Jenny's imagined and real actions. Soft and expressive watercolour illustrations are beautifully appropriate. Their composition, perspective, colour, and line make good use of the large pages. The illustrations help build the mood of this sad, tough, yet uplifting work, which explores grief and loss in a child focussed way. J. Buckley

USER LEVEL:	Stage 2 Stage 3	
KLA:	PDHPE	
SYLLABUS:	PDHPE K-6	
	$22.95	SCIS 985199
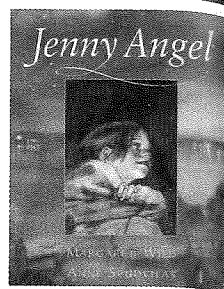
WILSON, Barbara Ker & COX, David

Meltdown

Margaret Hamilton, 1999
ISBN 187628921X

Andy's sixth birthday brings some unexpected pleasures, even though he is not able to have the birthday party he wants. A sense of expectation builds, as Andy awaits his birthday surprise. The pressure is maintained, and a traffic jam in the hot summer sun seems set to ruin everything. However, generosity and lateral thinking create a satisfying resolution. This is a well crafted story with a simple direct narrative and appealing characters. Cox's illustrations are a wonderful part of this picture book. They use strong, relaxed line, watercolours, cross hatching, and outlining to convey the warm family relationships and the increasing pressure of the potential meltdown. J. Buckley

USER LEVEL:	Stage 1 Stage 2	
	$19.95	SCIS 982369

Fiction for younger readers

Resources are arranged alphabetically by author. Some of these books are also suitable for lower secondary students.

ALLAN, Nicholas

The hefty fairy

Random Children's, 1999 (Red fox)
ISBN 0099402157

The common practice of providing a coin for the loss of a child's first teeth is the subject of this small format picture book. The hefty fairy, excluded from this role because of a clumsiness which comes from

being larger than the other fairies, finally finds a coin to deliver and sets off on an adventure to find a tooth in a child's bedroom and exchange the coin for the tooth. It is a simple, well illustrated story, which offers teachers of Stage 1 classes the opportunity to supplement work in the Growth and Development strand of the PDHPE curriculum, particularly in the area of feelings, and attributes of self and others. J. MacDonald

USER LEVEL:	Stage 1	
KLA:	PDHPE	
SYLLABUS:	PDHPE K-6	
	$10.95	SCIS 976257

BALL, Duncan

Quentin's lunch

ABC, 1999 (Crazy tales)
ISBN 0733307450   [821]

A fast moving, 'revolting rhyme', this is guaranteed to appeal to primary school students. They will enjoy sharing these colourful descriptions with whom ever will listen. Quentin, with the antithesis of healthy eating habits, embarks on a peculiar gastronomical journey through his lunch box to the dismay and horror, but enrapt attention of his classmates. The use of Australian colloquial and slang vocabulary and primary school vernacular, and Stephen Axelsen's busy pencil drawings, add to the humour of the characters and events. The explosively gory ending could possibly offend some adults, though children will probably see it as appropriate. This is a great book for reluctant readers! K. Chauncy

USER LEVEL:	Stage 2 Stage 3	
	Paper $8.95	SCIS 976266

CARROLL, Jane

After Alice

Omnibus, 1999
ISBN 1862914168

Simply told, this complex story of changing family dynamics is moving and realistic. When Bree's parents adopt her eight year old, orphaned cousin, life changes irrevocably for Bree, her family, and friends in the small, Australian, rural town and one teacher school. Alice is not the ideal sister Bree has always longed for. Inevitably, Bree learns to understand Alice's grief and trauma, in the process discovering much about life, friendship, family, loyalty, and belonging. While there are some gaps in the narration and characterisation, this novel is warmly and sympathetically told, and has an array of supportive adults. C. Foley

USER LEVEL:	Stage 3 Stage 4	
	Paper $9.95	SCIS 982385

FIENBERG, Anna & GAMBLE, Kim

Tashi and the demons

Allen & Unwin, 1999 (First read-alone fiction)
ISBN 1865080845

While brave, unassuming Tashi has lost a little of his elfish charm and magic over numerous tales, this is still a dependable, rewarding series for confident primary readers. This time, inspired by a particular spooky tree in Sydney's Botanical Gardens,

the Fienbergs have crafted a rollicking adventure involving gargoyle like demons who get their comeuppance via Tashi after he rescues their captive, a young princess. The magic bell, the second story, sees the return of the evil River Pirate. Gamble excels himself, once again, with the artwork: the cover is beautifully rendered in full colour and the soft, grey, pencil drawings throughout the text are filled with detail. I. McLean

USER LEVEL:	Early Stage 1 Stage 1 Stage 2	
	Paper $9.95	SCIS 979105

GWYNNE, Phillip

The worst team ever

Penguin, 1999 (Aussie bites/Puffin)
ISBN 014130510X

The author of Deadly unna? returns to his Australian Rules football theme, but writes, this time, for a younger audience. The result is a witty and satisfying mix of intrigue, friendship, action and exploration of issues of self esteem. Newly arrived country boy, Jimmy, is often loose with the truth about his sporting prowess. He is puzzled over his unexpected, ready acceptance into a city football team, until he discovers that they are on a record losing streak. This is another solid, appealing entry in the Aussie bites series, with short chapters and Craig Smith's illustrations to break the text into easily consumed chunks for reluctant and newly independent readers. I. McLean

USER LEVEL:	Stage 1 Stage 2	
	Paper $9.95	SCIS 976807

HIRSCH, Odo

Hazel Green

Allen & Unwin, 1999
ISBN 1864489618

What a curiously old fashioned feeling this book has! It is also charming: the story of a group of children living in an apartment block in the middle of an unnamed golden city. One of the acknowledged leaders of the children is Hazel Green, eleven years old, feisty, and determined that the children should march in the city's annual Frogg Day parade. Mild intrigue, treachery, and shifting loyalties do not change Hazel's firm resolve and no one, child or adult, can withstand Hazel's planning and organisation. The action is captured in black and white wash illustrations, and the writing is fresh and inviting, and quite without sentimentality. M. Lobban

USER LEVEL:	Stage 2 Stage 3	
	Paper $11.95	SCIS 967978

JENKINS, Sue

Call of the dolphin

Greater Glider, 1999 (Storm glider series)
ISBN 0947304452

There are numerous questions swirling through this short novel. It explores ideas about communication between a dolphin and a girl, who have a mysterious, empathic relationship. Erin has recently lost her father, and must deal with episodes of communication with a dolphin she beckons into the bay with her recorder. The dolphin is drawn to the site of the slaughter of earlier generations of dolphins. Erin struggles with changing feelings for her mother, grief for her father, and the presence of her cousin. This confusion culminates

on a trip to the beach, cut short by a rising tide and a rescue. The emotional strands make this an enigmatic, interesting work. J. Buckley

USER LEVEL: Stage 3 Stage 4
Paper $9.95   SCIS 981056

KILLEEN, Gretel

My sister's a sea slug
Random House, 1999
ISBN 0091839548

Zany ideas, improbable situations, creative words, and a simple writing style are used in this story to stimulate the young child's sense of humour. Black and white illustrations, by the author's children, are scattered throughout the book and support the text. Traditional sibling rivalry, in the form of name calling and demeaning the efforts of one another, is integrated into the story. A simple but engaging plot, with plenty of action, has two children sucked down the plughole of their bath, to embark on a series of adventures that take them from the real into a fantasy world under the sea. L. Crofts

USER LEVEL: Stage 1 Stage 2
Paper $9.95   SCIS 976154

KILLEEN, Gretel, PARTRIDGE, Francesca & DUBUC, Franck

What'll we get for Grandma?
Random House, 1999
ISBN 0091838681

A brother and sister must decide what to give their grandmother for her birthday. The ideas conveyed are highly imaginative and improbable, lending a humorous aspect as we picture Grandma escaping on a flying horse or playing football on the moon. The simple text is uncluttered, yet manages to cover a range of sentence structures and punctuation. Bold text is used for emphasis. A good teaching point is the slight gender bias evident in the gifts suggested. The book conveys the message that "it's the thought that counts", and would support themes on imagination or family relationships. The beautiful illustrations, a clever mix of painting and collage, could provide a stimulus for visual arts. C. Patterson

USER LEVEL: Early Stage1 Stage 1
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
$22.95   SCIS 969287

LE GUIN, Ursula K.

Tales of the catwings
Penguin, 1999 (Puffin)
ISBN 014130040X

Thelma, Roger, James and Harriet are winged kittens born in a rubbish skip in a city alley wilder than any woods. Pushed out to fend for themselves, they make a perilous flight to the country, finally finding a home in a barn under the protection of two caring children. Two of the cats later return to the city only to find the area being redeveloped. They rescue a traumatised kitten, are reunited with their mum, and discover something amazing. Skilfully written in accessible, evocative language, these fantasy adventure stories are

complemented by captivating illustrations by S. D. Schindler. This work's appeal is to imaginative young readers, particularly those with a fondness for cats. B. Richardson

USER LEVEL: Stage 2
Paper $9.95   SCIS 976935

LE GUIN, Ursula K.

A wizard of Earthsea [sound recording]
/ dramatised by Bert Coules. ABC Enterprises, 1998 (120 min.)
(ABC audio/BBC radio collection)
ISBN 0563389168

The dramatisation of this classic story is compelling. Balanced use of resonant voices and sound effects evokes the magical worlds of Earthsea and the serious challenges faced there. Ged is a young wizard engaged in a fierce struggle against the forces of evil. His journey, from the gradual realisation of his wizardly powers to his mastery of the art, is well adapted and condensed from Le Guin's novel into four half hour episodes. Narrated by Judi Dench, Michael Maloney, Emma Fielding and Richard Johnson, this is an involving recording which makes this classic story accessible to a wide audience. It is an exciting listening experience. J. Buckley

USER LEVEL: Stage 3 Stage 4
$19.95   SCIS 977821

MAHY, Margaret

A villain's night out
Penguin, 1999 (Puffin)
ISBN 0141301538

Here is an outstanding, cleverly crafted fantasy adventure It employs drawcards such as: the Internet, computer and video games; with a dash each of bullying, sibling rivalry, and gender stereotyping; to involve us in an examination of the creative writing process. During this metafictional escapade, the dynamics and power of the imagination are well portrayed as a volatile mix of fact and fantasy, for both authors and audience alike. The nature of relationships between parents and children, teachers and students, peers and siblings, is illustrated with a cynical flair, which begs further self examination. The modelled, responsible, conflict resolution strategies employed further enhance the usefulness of this narrative in the classroom. N. Chaffey
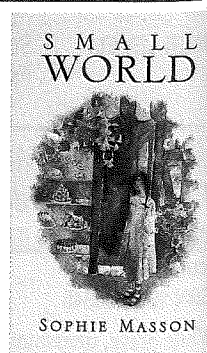
USER LEVEL: Stage 2 Stage 3
Paper $11.95   SCIS 973030

MASSON, Sophie.

Small world
Hodder Children's, 1999
ISBN 0733610447

Enter the small, multicultural world of Lézac, a town in France. Meet some of the friendly children: Louis Philippe and Antigone Anastasie (French); Maria and José (Portugese); and Mohammed (Algerian). Join them as they welcome Australian newcomers, Meredith and Martin, and then enjoy their exploits as they meet a famous singer, search for treasure in the woods, and save the town's newspaper. Along the way get to know some of the colourful adult town characters like Madame Gabrielle, the baker.

Five cameo style stories are told in simple, lyrical prose, accompanied by delightful drawings by Caroline Magerl. This is a book for readers who enjoy quiet, gentle stories. B. Richardson

USER LEVEL: Stage 2 Stage 3
Paper $11.95   SCIS 981197

MATTINGLEY, Christobel

Cockawun and Cockatoo
Penguin, 1999 (Puffin)
ISBN 0141301570

Set in an Australian rural landscape, and spanning three generations, this book examines generational and intergenerational change, with a particular focus on relationships shared by parents and siblings. The relationship between a child and his pet is also examined. Descriptions of the fauna and flora of the Australian rural landscape provide a pleasant and appropriate backdrop to the these relationships. This text would supplement the primary PDHPE curriculum, particularly the *Interpersonal relationships* strand, with a focus on special people, things, positive relationships, and families and family changes. J. MacDonald

USER LEVEL: Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper $11.95   SCIS 979099

NILSSON, Eleanor

No one
Penguin, 1999 (Aussie bites/Puffin)
ISBN 014130412X

A delicate story of self realisation and self acceptance develops in this short novel. The choice of a puppy doesn't bring happiness for Emma. Her puppy is too quiet, her sister's is lively. Like everything, this choice doesn't seem right. Emma lacks her sister's easy charm and finds life more difficult. Wise parenting and the responsibility of her puppy help Emma grow up and face her own attitudes. This is a gentle story about two sisters and their puppies, with a deeper level that invites discussion about self acceptance. Line drawings by Bettina Ogden are beautifully appropriate, supporting newly independent readers and emphasising the emotions of the story. J. Buckley
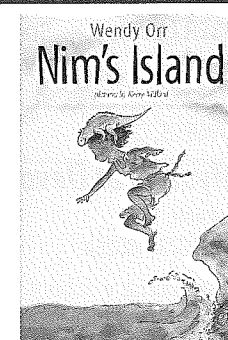
USER LEVEL: Stage 2 Stage 3
Paper $9.95   SCIS 981342

ORR, Wendy

Nim's island
Allen & Unwin, 1999
ISBN 1864488433

In just a few opening paragraphs, the author brings her audience into the very believable, volcanic island world of young Nim and her scientist father. Surrounded by supportive animal companions, such as a sea lion, a marine iguana, a frigate bird, and a sea turtle, all with unique personalities, Nim must survive the elements. She must also save the life of the enigmatic adventure novelist, Alex Rover (who is not quite the person Nim expected from the many emails they had been swapping). This is a gripping story, well

supported by whimsical cartoon like drawings by Kerry Millard. It would make an excellent novel to read as a serial to a class. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper $11.95   SCIS 972360

RUBINSTEIN, Gillian

Jake and Pete and the catcrowbats
Random Australia, 1999
ISBN 0091837642

Two earlier stories about Jake and Pete, the naive kittens, provided background, context and an understanding of the kitkids' colourful and original language. In this third adventure, Jake and Pete, who live with Bog, the Drain Boggart, search for a doctor or vet (they're not sure which) to cure Bog, who is ill. The quaint and amusing story is complemented by Terry Denton's humorous illustrations, unfortunately marred by an anatomical error in the drawings of the bat. Independent readers, confident enough to tackle the unique language, will enjoy this book. J. Eade

USER LEVEL: Stage 2
Paper $10.95   SCIS 976260

SANTOMAURO, Josie

The ghost of the bell
Greater Glider, 1999 (CamClub 2000/Star glider)
ISBN 0947304460

While the formation of the CamClub and the story about a school's time capsule appear to be fresh and appealing for the target audience, some elements of the book's use of the paranormal and coincidence, and hints of an ongoing series, are less effective. A perky, mismatched group of students is banned from participating in a whole school millennium project, so they resolve to make their own video and bury it under the official production. However, small town legends of a blacksmith's ghost, said to haunt the old school bell, threaten to unravel the CamClub's plans. Clever book design and Susy Boyer Rigby's distinctive illustrations complement the story well. I. McLean

USER LEVEL: Stage 2 Stage 3
Paper $9.95   SCIS 983376

THIELE, Colin

Wendy's whale
Lothian, 1999 (Takeaways)
ISBN 0734400551

The central theme of the relationship between people and animals is explored with delicacy in this short novel. Thiele's strong respect for the natural world shines through, Wendy is delighted when a pod of whales enters the bay near her home. She recognises each whale, and comes to feel that she has a particular relationship with one of them. The interaction of people with the whales and the beaching of a baby whale build the story to its moving conclusion. Information on the history of whaling runs through the story, striking an intrusive note in the plot development. Engaging characterisation and skilful writing make this an appealing novel. J. Buckley

USER LEVEL: Stage 2 Stage 3
AVAIL: Paper $10.95   SCIS 984947

WALLACE, Karen
Cousin Cedric goes bananas
Penguin, 1999 (Colour Young Puffin/Freaky families)
ISBN 0140385002

Those who enjoy fantastic, nonsensical scenarios and undiluted British humour, will find this adventure narrative appealing. During the course of the story our young heroes are whisked from their urban and urbane lives to Egypt, where they assist in saving the world before returning to their status quo. As a bridging book for developing readers, the format works quite well. Coloured illustrations are generously spread throughout the book; allowing the action to flow by removing the need for lengthy descriptions of dress and place, while also breaking up the text, ensuring the reader is never confronted by pages of text alone. N. Chaffey

USER LEVEL: Stage 2
Paper $8.95   SCIS 981346

Fiction for older readers

Resources are arranged alphabetically by author.
Some of these items are also suitable for upper primary students.

BOWLES, Colin
Going off
Penguin, 1999 (Puffin)
ISBN 0141304391

Fourteen year old Greg is taken on holiday from Perth to Sydney with his sister, cousin, and Oma (grandmother) from the country. Greg, hoping to escape his grief over the death of his mate and the trauma of his parents' marriage breakdown, sees the possibility of 'going off' (an ambiguous reference to the possibility of escaping or even suiciding) with his friend Ben. The characters in this story are funny, sad, real, and engaging. The style is fluent and the characters live. Told from Greg's viewpoint, home truths are revealed gradually through the interaction of the relatives. The reader becomes part of the story of growing up with Greg. This is a distinguished teenage novel, which gently probes suicide, death, and dying. The resolution is positive, reflecting Greg's personal growth. M. Hamlyn

USER LEVEL: Stage 4 Stage 5
Paper $11.95   SCIS 973966

BURGESS, Melvin
Kite
Penguin, 1999 (Puffin)
ISBN 0141300418

The difficulties of bird rearing feature in this exciting adventure story, set in 1960s England. Taylor and Alan are secretly rearing a kite, hatched from a stolen egg, at a time when such birds are considered vermin by the local landowners. Taylor's father is a game keeper who will lose his job, and the provided home, if the boys are

discovered. The underlying themes are the battle of people trying to save endangered species, and Taylor's relationship with his father, who has the dilemma of obeying his boss or helping his son. This is a clearly written, engaging story. M. Hamlyn

USER LEVEL: Stage 3 Stage 4
Paper $9.95   SCIS 971842

CARMODY, Isobelle
The landlord
Lothian, 1999 (After dark 40)
ISBN 0850919797

A sense of dread pervades this story. In many ways it is typical of other titles in the series, with the additional presence of some characteristic Carmody themes around possible futures, interpersonal communication, and what it means to be human and an individual. Carmody draws the reader inexorably in to a dangerous world where virtual reality is usurping human experience, turning people en mass into mindless onlookers in search of the latest adrenalin rush. The black and white illustrations add to the feeling of displacement and foreboding. Fans of the series and virtual horror will enjoy this short, chilling read, and perhaps be challenged by the themes, which connect readily with current leisure activities. C. Foley

USER LEVEL: Stage 4
Paper $8.95   SCIS 984945

CREW, Gary & HATHORN, Libby
Dear Venny, dear Saffron
Lothian, 1999 (Lothian YA fiction)
ISBN 0850919177

The successful collaboration of two high profile children's authors produces this thoroughly absorbing story. Written as letters between Venny and Saffron, the voice and personality of each is effectively captured, as are the events and nuances of their lives, including the drama of significant incidents. Their increasing friendship is honestly related in accessible language, as each reveals their concerns, individuality, and changes as they grow and mature. The authors achieve considerable depth of character, and meaningfully and sensitively integrate a range of adolescent concerns, such as: identity; love; sexuality; sex; depth of being; and the meaning of life. This is an outstanding, unpretentious novel with which many adolescents will readily relate. C. Foley

USER LEVEL: Stage 5 Stage 6
Paper $14.95   SCIS 979915

DANIELS, Cory
Mystery at Devon House
Lothian, 1999
ISBN 073440025X

Researching a school project brings Tegan to Devon House, a Queensland mansion left to the government by the Devon family after Charles, one of the last members of the family died, aged thirteen. While researching the mansion, Tegan uncovers a diary, belonging to the late Charles Devon, which suggests that the old house and its owners were not what they seemed. This is an exciting work which has the reader second guessing the plot from the first

few pages. In spite of this, it is not a predictable story, or one which focuses too much on contrived or potential horrors to motivate the reader. Tegan's own family and character are progressively revealed to the reader, providing an interesting backdrop to her investigations. J. MacDonald

USER LEVEL: Stage 4
$ 10.95   SCIS 976166

DUDER, Tessa
The Tiggie Tompson show
Penguin, 1999 (Puffin)
ISBN 0141305037

Tiggie, daughter of a high profile television journalist, is a big girl not overly endowed with self esteem due, in part, to being bullied because of her size. A change in schools leads to involvement in dramatic activities, and Tiggy discovers that acting is something at which she excels. Duder writes with a sure understanding of teenagers, their voices (authentic, but minimally coarse), and concerns. Characters and relationships are well realised, and underlying issues such as eating disorders (binge and anorexia), and the effects on family of forced redundancy, are woven naturally into the narrative fabric. Tiggie's instant fame may strain credibility, but her story is engrossing and appealing. B. Richardson

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
Paper $11.95   SCIS 976755

FORRESTAL, Elaine
Graffiti on the fence
Penguin, 1999 (Puffin)
ISBN 0141305193

The immediacy of the present tense, combined with well paced action, keeps the reader engrossed in this story of teenage skateboarding trio, Hellz (Angelo), Tan, and Eddie (Edwina), who appear to be on a fast track to juvenile delinquency. The target of their terrorising, graffiti, and theft is Lallie, an old woman living alone with her dog. Surprisingly, when Hellz' life is threatened, Lallie comes to his aid and he and Tan find themselves helping her solve the mystery of a malicious midnight prowler. This convincing adolescent centred story offers much for readers to reflect on, explore, and discuss, including: the generation gap; family relationships; identity; rights and responsibilities; and magic. B. Richardson

USER LEVEL: Stage 3 Stage 4
Paper $12.95   SCIS 982375

HARTNETT, Sonya
Stripes of the sidestep wolf
Penguin, 1999 (Viking)
ISBN 067088507X

This latest novel firmly secures Hartnett's position as one of Australia's foremost writers for young adults. It is a haunting tale of friendship, life choices, and survival. Twenty three year old Satchel lives a life of few possibilities with his hardworking mother and his zealously religious father. They live in a country town which, since being

bypassed by a new highway, is slowly dying. Whilst cutting timber, Satchel sees what he believes to be a Tasmanian tiger. What should he do? Hartnett's descriptions and her detailed characterisations make for a rich, riveting, and rewarding read. This excellent book is not to be missed. B. Spence

USER LEVEL: Stage 5 Stage 6
Paper $16.95   SCIS 967665

JINKS, Catherine
The inquisitor
Macmillan, 1999
ISBN 0732909724

The author draws on her extensive knowledge of life and culture in medieval times in this adult novel. She weaves a tale of murder and mystery, based on the lives of a group of monks in fourteenth century France. Brother Bernard, Inquisitor of Heretical Depravity, queries his religious convictions following the discovery of his superior's dismembered corpse. During Bernard's attempts at solving the crime, petty intrigues and jealousies result in him being pursued as a heretic. Jinks crafts her writing well, although her adherence to authenticity of language could be tiring for some modern readers. B. Spence

USER LEVEL: Stage 6
Paper $22.95   SCIS 971112

KEANEY, Brian
Bitter fruit
Orchard, 1999 (Orchard black apple)
ISBN 1841210056

Not only does teenager Rebecca have to come to terms with her father's accidental death, she must also deal with revelations that he was not all that he seemed. This is not a cheery story, but it is an honest one. Keaney explores reactions to, and aspects of, grief: the guilt, pain and anger often associated with death and loss. Also raised are questions about the relevance of religion, and through a minor theme, the impact on families of the loss and alienation of loved ones through involvement in and membership of cults. Written in spare prose, the narrative eschews sentimentality, but the ending is not without hope. B. Richardson

USER LEVEL: Stage 4 Stage 5
Paper $12.95   SCIS 979621

KELLEHER, Annette
Pumpkin head is dead!
Margaret Hamilton, 1999
ISBN 1876289147

Readers are quickly drawn into the complex and tumultuous world of Fingula O'Shea in this compelling novel. Headstrong and fiery Fingula struggles to cope with her father's death. The ensuing chaos that engulfs her life becomes the focus of the strong plot. The themes of death and its impact, grief, and family relationships are highlighted by the realistic characterisations. In particular, Fingula's indefatigable bond with her younger brother, Conn, is dramatically contrasted with her tenuous link with the troubled Nark, or Nigel Ark. Despite a great sense of sadness permeating the novel, readers are left with a sense of hope. Ultimately, this powerful novel proves to be emotional and satisfying to read. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper $9.95   SCIS 975504

KELLEHER, Victor

The ivory trail

Viking, 1999
ISBN 0670888451

In this most unusual and quite intriguing novel are five stories linked and interwoven with a journey of self discovery and enlightenment. Wonder, selflessness, faith, and innocence are the four paths fifteen year old Jamie Hassan must follow to meet the Sufi, who will become his spirit guide. A small, potent, ivory elephant carving provides the vital connecting link between living and dead, which allows him to channel into the past and live out and learn from the experiences of four people of different times and diverse cultures. Thoughtful readers, particularly those with a spiritual or philosophical bent, will find this cleverly conceived, constructed and well written novel riveting reading. B. Richardson

| USER LEVEL: | Stage 5 Stage 6 | |
| | Paper $16.95 | SCIS 985180 |

KELLY, Laurene

I started crying Monday

Spinifex, 1999
ISBN 1875559787

A strong first novel, this is an interesting, realistic and powerful story. Rural Australian drought, heat, isolation, and related distress are well caught. Clever use of image helps achieve this, and occasional strong language adds to the intensity. The integration of themes, issues, and perspectives is not always subtle, yet it remains a moving portrayal of complex human relationships and the prejudices that can exist. The shocking consequences of family dysfunction, alcohol, violence and subsequent death (is it murder?), are well told by the fourteen year old narrator, though at times her voice seems too mature for her years. Supportive, caring adults and others who help the children amidst despair and confusion ensure a sense of hope in a positive future. C. Foley

| USER LEVEL: | Stage 5 | |
| | Paper $14.95 | SCIS 971036 |

LARKIN, John

Pizza features

Hodder Headline, 1999 (A Mark Macleod book)
ISBN 0733611370

In this sequel to *Spaghetti legs*, Eric Underwood, now in Year 9, is still trying to deal with the neighbourhood bullies. He is also surviving woodwork classes, developing a friendship with a classmate, trying to write television scripts, and attempting to impress Victoria, the most beautiful girl in his class. At the heart of the novel is Eric's personal growth, particularly during a visit to relatives in England, and whilst escorting his grandmother to Australia. While Eric is a rounded and believable character, recognisable to many adolescent readers, other characters, with the exception of the English teacher, are shadowy and unrealised. W. Smith

| USER LEVEL: | Stage 4 Stage 5 | |
| | Paper $9.95 | SCIS 982372 |

LEESON, Robert

Liar

Penguin, 1999 (Puffin)
ISBN 0141301430

When a school acquaintance goes missing, it is boredom rather than friendship that prompts Mack to start looking for him. In the course of his investigations, Mack finds that Terry's ideal life was a carefully perpetrated web of lies. He also finds that many people, including his own family, have secrets in their lives. The story is told in the first person, and as an inarticulate seventeen year old English lad, Mack's revelation of his personal growth and developing relationships is very understated. This is a pity, because the mystery of Terry's disappearance also only takes off towards the end of the novel, making the book rather flat. M. Lobban

| USER LEVEL: | Stage 5 | |
| | Paper $9.95 | SCIS 971919 |

LINGARD, Joan

Dark shadows

Penguin, 1999 (Puffin)
ISBN 0140387137

Set in Belfast, this is a riveting story of friendship, family, conflict, and growing up. Simplicity of style doesn't belie the complexity of themes and character, or skilful weaving of plot. Cousins Jess and Laurie meet for the first time at a music club. Can their growing friendship survive the religious differences that have divided their family for twenty years? Will the music competition help bring their families together? Or will it be further violence that forges fragile links or separates them further? What are the consequences of friendship between Jess' and Laurie's displaced brothers? Can Jess love Barney? Can anyone escape the tensions, violence and standover tactics? This deeply moving story captures the human intricacies of family, loyalty, and love in Ireland. C. Foley

| USER LEVEL: | Stage 4 Stage 5 Stage 6 | |
| | Paper $11.95 | SCIS 981446 |

METZENTHEN, David

Stony heart country

Penguin, 1999
ISBN 0140279083

Characters, scenes and events are so authentically realised in this powerfully written, thought provoking novel that readers become genuinely involved, feeling and experiencing with the protagonist every step of the way. And the way is not easy. For Aaron, a teenage city boy, the brief sojourn in Koorac, a small Victorian country town, is particularly unpleasant. His father is there as a hatchet man, to downsize, possibly close, the town's manufacturing industry. He and Aaron become the target of the townspeople's natural resentment, fear and anger. Social and economic issues are central to the novel. Its human heart, the exploration of courage, friendship, caring, family and loyalty, is what makes it so memorable. B. Richardson

| USER LEVEL: | Stage 4 Stage 5 | |
| | Paper $12.95 | SCIS 985170 |
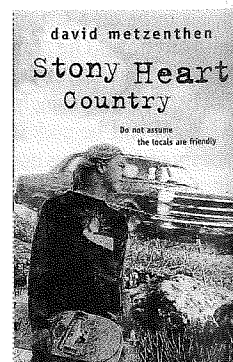
PARRY, Glyn

Scooterboy

Hodder Children's, 1999 (H signature)
ISBN 0733610250

She's seventeen and in love with Zach, the handsome scooter boy. For Sam, the universe is spinning, but unfortunately the course of true love never did run smoothly. Zach's unresolved grief over his brother's suicide, the return of his violent stepfather, Sam's own home worries, and the reactions of a jealous ex boyfriend, all serve to complicate the romance. The story is told in taut, spare prose and convincing, expletive free dialogue, with sex and violence scenes skilfully handled. Growing up, love and romance, family relationships, grief and loss, freedom and responsibility are issues of concern to young people. Parry sympathetically explores these in this accessible and enjoyable romantic teen novel. B. Richardson

| USER LEVEL: | Stage 4 Stage 5 Stage 6 | |
| | Paper $14.95 | SCIS 982378 |

PHAM, Hoa

Quicksilver

Addison Wesley Longman Australia, 1999 (Rave)
ISBN 0733905323

A quicksilver is a female poltergeist, and a group of friends at a Melbourne girls' school adopts the name as a talisman. The novel centres on Thinh, who is coping with racism, adolescence, and her parents' disintegrating marriage. Thinh's friends give her a sounding board and an identity, and she gradually comes to realise that each of them has problems and she is not alone in feeling adrift in a confusing world. The novel has no strong narrative thrust, and the number of characters makes it rather episodic and diffuse, while the cultural mix of the group allows interesting reflections on different experiences and expectations of life. M. Lobban
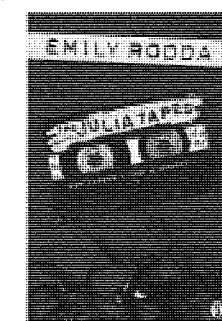
| USER LEVEL: | Stage 5 | |
| | Paper $9.95 | SCIS 967605 |

RODDA, Emily

The Julia tapes

Penguin, 1999 (Puffin)
ISBN 0141304804

Julia's imagination has much to answer for! As she tapes this stream of consciousness story from her hospital bed, we laugh, are surprised, dread, and cringe simultaneously. The tale is certainly never boring as we urge her on so we can discover why she is in hospital, and what really happened during that fateful, fear filled, parent free holiday. Julia's perceptions form a light hearted yet engrossing tale, with some frightening moments of high drama. One could well ponder what has shaped Julia's view of the world, and the ramifications if this is reflective of contemporary adolescent girls' fears. This could pose some interesting discussion points. C. Foley

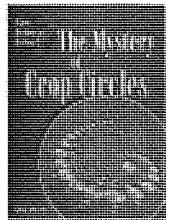| USER LEVEL: | Stage 4 Stage 5 | |
| | Paper $11.95 | SCIS 979911 |

Information, poetry and drama

Resources are in Dewey order.

Can science solve? [series]

Heinemann Library, 1999

Many mysteries of the modern world are explained in this series. The aim is to present factual information, coupled with eyewitness accounts, about unexplained events across the world. All phenomena are examined from a scientific point of view and the reader is left to draw their own conclusions. The information is communicated well through easy to read text, and is supported with photographs, diagrams and maps. Pages are well designed, with clear font and effective use of captions to extend information. Each book contains a glossary of simple explanations. The titles cover a range of topics that would be useful to a junior secondary science student. K. Heap

USER LEVEL:	Stage 4 Stage 5
KLA:	Science
SYLLABUS:	Science Stages 4-5
	$27.95 each

Titles in this series:

The mystery of abominable snowman	SCIS 983812
The mystery of Atlantis	SCIS 974094
The mystery of the Bermuda triangle	SCIS 983808
The mystery of black holes	SCIS 983816
The mystery of crop circles	SCIS 974091
The mystery of haunted houses	SCIS 983806
The mystery of the Loch Ness monster	SCIS 974093
The mystery of UFOs	SCIS 974096

DRAKE, Jim

Log on to computers [series]

Heinemann Library, 1999

Technology is simplified for younger readers in this excellent series about computers. Colour photographs, larger print, and short sentences make these books ideal for independent readers to access information. Facts about computers and computing are well presented in double page chapters, using simple text and clearly explained examples. Computer terms are highlighted in bold print, and cross referenced in the easily understood glossary in each book. The series deals with computers in everyday life, in schools, the Internet, games, virtual reality, animation, and possibilities for the future. Scanners, printers, and other additional hardware are also described in this introductory series. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$26.95 each

Titles in this series:

Computers all around us	SCIS 977740
Computers and school	SCIS 977747
Play with computers	SCIS 977743
What is a computer?	SCIS 977742

OWEN, Graham

Looking at Christianity [series]

Wayland, 1999

Various important Christian events are briefly treated in this series. Denominationally non specific, the books describe significant occasions and events in the lives of Christians, and their accompanying ceremonies and rituals. Easter, Christmas, and less familiar festivals are included, as are baptism, confirmation, and first communion. Photographs of children participating in related activities help to focus on the child's perspective as they dress up for plays, share Easter eggs, and light candles. Accompanying notes for teachers give more detailed explanations of each special occasion. The books may be useful resources for the *Cultures* strand of HSIE K-6. B. Roberts

USER LEVEL:	Stage 1 Stage 2
KLA:	HSIE
SYLLABUS:	HSIE K-6
	$29.95 each

Titles in this series:
Festivals   SCIS 977384
Special occasions   SCIS 977383

KAPUR, Mira

Babu's day

/ Arabic translation by Azza Habashi. Mantra, 1997
ISBN 1852693851   [305.23]

Babu is an eight year old Indian boy, whose day is clearly described in Arabic and English in this resource. Babu's home is in a settlement in Calcutta. After a morning at school, Babu spends some time with his father at the film set where he works. The common concerns of many children, such as school and playing with friends, are a big part of Babu's day. Aspects of daily life are demonstrated through clear colour photographs and simple text. English and Arabic text is located close to each photograph. Social conditions and roles of members of the extended family can be observed from the photographs. J. Buckley

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; LOTE
SYLLABUS:	HSIE K-6; Languages K-6
	$29.95 SCIS 943882

MURRAY, Kristy

Tough stuff

Allen & Unwin, 1999
ISBN 1864489294   [305.23]

The courage of children is portrayed in this sensitive compilation of true stories. Each story gives a short account of a young person's experience, encompassing stories of rebellion, oppression, survival and fortune made or lost. As the stories are set in varying countries and times over the past couple of centuries, they provide a good insight into lives in times past. This book is interesting and enlightening, though sometimes confronting. It encourages readers to develop a greater understanding of the strength and courage that children can and do have when faced with adverse situations. The inclusion of the character Milo, who highlights

important messages, adds to the book's appeal for students. This book could be used to examine the idea of personal identity in relation to young people. K. Proctor

USER LEVEL:	Stage 3 Stage 4
KLA:	English; PDHPE
SYLLABUS:	English K-6; English 7-10; PDHPE K-6
	Paper $11.95 SCIS 973685

STAMOULIS, Derek C.

Citizenship, civics and you. Book 2

Longman, 1999
ISBN 0733904831   [323]

The essentials of the *Discovering democracy* programs are incorporated into the learning outcomes in this resource. As it is designed for the Victorian curriculum, it needs to be adapted to HSIE learning outcomes in NSW syllabuses. Good use of primary sources, and well designed text make the book useful for teachers and students. Case studies of ancient and modern democracies allow an exploration of the differences and similarities across a number of countries and times. This book can stand alone without Book 1 in the series. Using current affairs material as a supplement to the book would allow it to be useful for a number of years. C. Dorbis
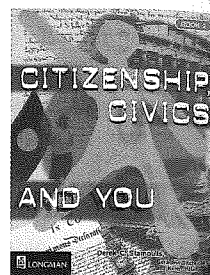
USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	HSIE
SYLLABUS:	HSIE K-6; History Stages 4-5
	Paper $16.95 SCIS 975974

MANUEL, Mark

Environmental issues

Cambridge University Press, 1999 (Our future our world)
ISBN 0521426235   [333.7]

Through a study of contemporary issues, students are able to understand the effect of human impact on their changing environment, and it is this part of the Stage 4-5 Geography syllabus that this book addresses. Similarly, the Stage 6 syllabus asks students to examine ecosystems at risk. It is within Australian and worldwide contexts that students are able to gain an appreciation for the micro and the macro image. This resource uses local examples that students can relate to. The broader issues are taken from selected areas of the planet and give a useful insight into first and third world problems. D. Low

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE; Science
SYLLABUS:	Earth & Environmental Science Stage 6; Geography Stages 4-5; Geography Stage 6
	Paper $34.95 SCIS 983371

VAN DER WAGEN, Lynn

Professional hospitality core competencies

Hospitality, 1999
ISBN 1862504954   [338.4]

Here is a relevant textbook written for the hospitality classroom. Information is organised into four key sections: the nature of the

hospitality industry; the people; the service; and the systems related to the industry. Much of the content links directly to the core competency and elective units within the VET *Tourism and hospitality curriculum framework: Stage 6 syllabus* (approved 1999). This publication is well structured, enabling students to clearly identify the objectives and subject content for each topic area. Chapter summaries, activities, case studies and discussion questions help clarify the content, as does the incorporation of graphs, diagrams and tables capturing current statistical data and information. Another positive feature is found in the final section, which assists readers with preparation for employment, providing practical tasks related to job applications, interviews and career planning. K. Wratten

USER LEVEL:	Stage 6
KLA:	TAS; VOC ED
SYLLABUS:	Tourism & Hospitality Stage 6
	Paper $29.95 SCIS 983846

FRICKE, Graham

Tales from the courts

Lothian, 1999
ISBN 0734400063   [347.945]

Understanding how a judge would think provides a creative approach to teaching aspects of legal studies. This work's communication of courtroom criminal and civil dramas provides a welcome adjunct to more serious textbooks. Students examining the preliminary topic *The legal system*, or the HSC focus study on *Legal Studies: Stage 6* (approved 1999) syllabus, would benefit from this resource, which yields a personal insight into the role of a judge, the principles of law, and the functioning of the jury system. Each legal tale provides an effective stimulus to encourage discussion and motivate the learner. Court procedures and developments in law over time are also discussed. K. Wratten

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Legal Studies Stage 6
	Paper $19.95 SCIS 976380

Justice rules. Book 2

Nelson, 1999
ISBN 0170101401   [349.94]

A senior legal studies textbook, this work examines the legal system in relation to consumers, environment, housing, the workplace and law and justice. Whilst this textbook does not match the structure of the *Legal studies: Stage 6* (approved 1999) syllabus, some of the material can be utilised in the preliminary and HSC course content. The real limitation of this publication, however, is that it does not study the operation of the legal system through the application of common areas identified in the 1999 approved syllabus. Nevertheless, the literacy focus applied to the activities, challenges and exercises is a noteworthy feature of this resource. K. Wratten

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Legal Studies Stage 6
	$29.95 SCIS 965910

SCIS Reviewing Team

DET classroom teachers with expertise in any of the new HSC syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email inquiries to:
Colleen.Foley@det.nsw.edu.au

MELLETT, Peter

Solving a crime

Heinemann Library, 1999 (Behind the scenes)
ISBN 043102166X   [363.25]

The scene is set, the main characters are introduced, the crime is committed, and the process of solving the crime begins. The precious Mask of the Toltecs, on display in the museum, is stolen. The security measures taken (light traps, alarms and door switches) are described in detail in text and illustration. How the police and forensic teams go about solving the crime makes up the bulk of the book. Interpol, crime reconstructions, the part played by the media, fingerprint analysis, use of "photofit" software, and evidence gathering are all covered methodically. The alleged culprits stand trial. Are they guilty? That's for the reader to decide. J. Quirk

USER LEVEL:	Stage 3 Stage 4
KLA:	Science; ST
SYLLABUS:	Science & Technology K-6; Science Stages 4-5
	$27.95 SCIS 983499

NOVA: Adventures in science [videorecording] [series]

Martin and Rosenthal Educational Videos, 1996 (55min.)
ISBN none   [363.34]

The causes and impacts of natural phenomena: volcanoes; lightning; earthquakes; tornadoes; and hurricanes, are explained and illustrated in graphic form in this series of videos. Considerable time is given to explaining the history of research and scientific testing, attempting to resolve the mysteries of why and how the natural events occur. This series will fascinate most students as they observe the pyroclastic flows of Mt. Pinatubo, the lightning photographers, and the hurricane chasers. Case studies of the natural phenomena analyse local and global impacts and reveal the significance of alert systems to minimise the devastating consequences of such events. K. Wratten

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE; Science
SYLLABUS:	Geography Stages 4-5; Science Stages 4-5
	$69.00 each

Titles in this series:
The day the earth shook   SCIS 968572
Hurricane!   SCIS 970723
In the path of a killer volcano   SCIS 968902
Lightning!   SCIS 972883
Tornado!   SCIS 976690

Heal the Hawkesbury-Nepean [videorecording]

Eye Cue Communications, 1994
ISBN none   [363.739]

Teachers and students seeking information for case studies of catchments, and the input that individuals and groups can have through participation in management, could not find a better place to start than through these videos, produced for the Hawkesbury Nepean Catchment Management Trust. Although each video addresses different themes, they are complementary. The separate focuses are linked through some common footage, and through the overall concept of total catchment management. Addressing the issues

in *Earth and environmental science*, the videos present useful stimulus material for the topics 8.3 *The local environment*, and 8.4 *Water issues*. D. Low

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	Science; HSIE
SYLLABUS:	Earth & Environmental Science Stage 6;
	Geography Stages 4-5; 2U Geography
	$10.00 eacg SCIS 974654

Other titles in this series:
Sub-catchments of the Hawkesbury-Nepean SCIS 974652
People and waterways SCIS 974648

LEHNERT, Gertrud
Fashion
Laurence King, 1999
ISBN 1856691586 [391]

A small but detailed reference on the history of fashion, this resource is full of wonderful colour drawings and photographs. It is organised chronologically, with an introductory discussion on the meaning of fashion. The margins at the beginning of each section contain lists of significant social and cultural events of the period, and there is information on fashion personalities such as Madonna and Twiggy. However, the small format, while handy, limits the size of the graphics. The glossary and index of names are not extensive, and the book lacks a general index. J. Redfern

USER LEVEL:	Stage 5 Stage 6 Community Professional
KLA:	TAS
SYLLABUS:	Design & Technology 7-10; 2U Textiles &
	Design
	Paper $29.95
	SCIS 979139

Festivals of the world [series]
Times Editions, 1999

Celebrations, both lay and religious, observed by a variety of cultures in three different countries, are the subjects of this attractively presented series. The country and its people are introduced through text and maps. Festivals are listed according to the season in which they fall, then discussed in detail. Coloured photographs add visual interest. Useful resources to support the *Cultures* strand of the HSIE K-6 syllabus, they include discussion points which could be used on an individual or class level. Craft activities, based on ideas and artefacts of the festivals, and suitable for students working in groups, are included. J. Quirk

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
	$24.95

Titles in this series:
Costa Rica SCIS 972519
Spain SCIS 972521
USA SCIS 972523

CRAFT, Charlotte
King Midas and the golden touch
Orchard, 1998
ISBN 0688131654 [398.20938]

Midas is rewarded by the god Dionysus for kindness to the old satyr, Silenus. Midas, granted his dearest wish (that everything he touches turn to gold), realises his folly only when his beloved daughter turns to gold too. This timeless tale of greed, still relevant today, is retold for modern readers with a happy ending. The rich and generously detailed illustrations of Kinuko Y. Craft enhance this new version of a Greek legend. The potentially destructive human weakness of greed for material wealth is vividly captured in both the text and pictures, as are the terrible, but in this version, reversible, consequences. B. Roberts

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
	$26.95 SCIS 967067

LAMOND, Margrete
Tatterhood: and other feisty folk tales
Allen & Unwin, 1999
ISBN 186448960X [398.209481]

Feisty indeed are the girls in these nine Norwegian folk tales. They are active participants in the world around them, able to arrange events to achieve their ends. The language is simple and direct, the tales imaginative, and the pace is fast as these stories unfold. Resonant with the oral folk tale tradition, they feature princes, weddings, and trolls in all their meddlesome mischief making. Trickery is well used in the stories, which are timeless in their appeal, yet imbued with the rocky mountain landscape of Norway. With bold illustrations by Peter Sheehan, this is an appealing collection of lively stories. J. Buckley
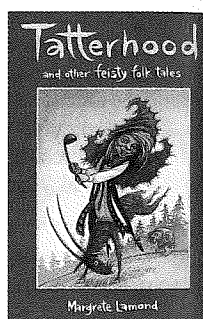
USER LEVEL:	Stage 3
KLA:	English
SYLLABUS:	English K-6
	Paper $12.95 SCIS 981399

KRAUS, Robert & MA, Wenhai
The making of Monkey King = Xiao shi hou cheng wang
/ Retold by Robert Kraus and Debby Chen. Pan Asian, 1998
(Adventures of the Monkey King 1)
ISBN 1572270454 [398.20951]

Stories of the energetic, mischievous, and self aware Monkey King are central in Chinese literature, and are well known in the traditional literature of Japan, Korea and Vietnam. This appealing picture book version uses parallel text in English and Chinese to describe the exploits of the Monkey King from his beginnings to his journey in search of the secret of eternal life. It is appropriate for background speakers, though English and Mandarin texts do not strictly match at all times. His occasions of showing off to others result in his return to the monkeys and the conquest of their foes. He is a likeable

character, bold and rebellious yet intelligent and steadfast. Soft watercolour illustrations provide an attractive background to the lively and expressive figures of the monkeys. The book may offer some support for Chinese K-6. J. Buckley

USER LEVEL:	Stage 2 Stage 3
KLA:	LOTE
SYLLABUS:	Chinese K-6
	$31.95 SCIS 957127

INGPEN, Robert
Once upon a place: paintings, drawings and notes on imaginary places
Lothian, 1999
ISBN 0850919096 [398.23]

Ingpen's long fascination with the legendary past is given new life in this handsomely illustrated book, in which he examines five fabulous places: the Tabard Inn of Southwark; Bong Tree Land; Hamelin Town; The Lost World; and the Great Banquet Hall of Tara Hill. Real and legendary places, and legendary and imaginary stories, are linked with no evident connection except Ingpen's interest. They combine to blur familiar definitions and boundaries of literature, legend and belief. Detailed illustrations in warm, rich tones and filled with legendary, historical, literary and religious references, invite close examination. This distinctly individual book may be useful to support studies of legends, especially of heroes and their role in the community. W. Smith
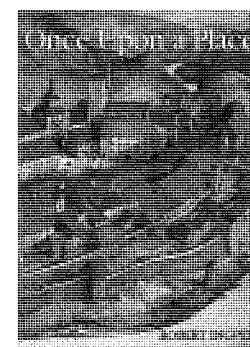
USER LEVEL:	Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K-6
	$24.95 SCIS 976373

VOAKE, Charlotte
Alphabet adventure
Cape, 1999 (A Tom Maschler book)
ISBN 0224035967 [421]

Handsomely produced, this picture book, in the illustrator's familiar and characteristically free and cheerful style, seriously addresses the challenge of finding a thematic link for an alphabet book. Some common problems occur: forced associations of ideas and subjects; occasional difficulty in illustrating chosen words; and difficulty with logical and coherent structure and progression from letter to letter. There is no obvious reason for the biplane journey round the world, for the starting point, for the places visited, or for the uncertain ending. The appeal of the book lies in the unpredictability and excitement of the journey; it also provides some potentially useful models of alliterative language and alphabetical lists. W. Smith

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K-6
	$22.95 SCIS 976282

French for the real world [computer software]
Knowledge Adventure, 1998?
ISBN 0784913749 [448.2]

Beginners and intermediate students will enjoy this cleverly designed and well produced CD-ROM from Canada. Players race cars through well known French locations, progressing by completing exercises and challenge activities. The car race formula is not original, but the quality of the sound and the attention to detail in the games make this a very good supporting resource for the classroom. The race begins with simple vocabulary games in the areas of food, clothes, colours, numbers, buildings, and animals. Exercises in logic and in comprehension of written and spoken French allow progress through the race. There is a similar feel to the games at all levels, but beginners, especially at Stage 3, will find levels three and four difficult. There is on screen support through a comprehensive dictionary and grammar reference. The CD-ROM offers opportunities for classroom enrichment: postcards from well known and culturally important sites; telephone and face to face dialogues; and pre-teaching of material that will be met in the games. M. Bate

Minimum requirements

Macintosh: Power PC; 16MB RAM; 10MB hard disk
Windows 3.1: 486/66; 16MB RAM; 10MB hard disk

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	LOTE
SYLLABUS:	French 7-10; 2U French; French Stage 6:
	Beginners; Continuers
	$69.95 Dataflow

BHATHAL, Ragbir
Profiles: Australian women scientists
National Library of Australia, 1999
ISBN 0642107017 [509]

It is important to show students the role that women have played in the formation of scientific principles and practices. This book contains essays about the lives of sixteen women who have been instrumental in their field of science. The fields of science covered include biological, environmental, medical, and physical. Each scientist answers questions about their work, the motivations for their interest in science, and their education. This book makes very interesting reading. It will help students who are studying scientists to realise that Australia does produce scientists, and that many are female. It will emphasise science as a career choice for girls. K. Heap

USER LEVEL:	Stage 4 Stage 5
KLA:	Science
SYLLABUS:	Science Stages 4-5
	Paper $24.95 SCIS 975610

KERROD, Robin
The Oxford children's A to Z of space
Oxford University Press, 1999
ISBN 0199104727 [520.3]

A comprehensive introduction to astronomy and space travel is provided in this attractively designed book. Concise, easily understood definitions of many astronomy and space topics, descriptions of organisations, places, famous space explorers, and buildings important in space exploration add to its value. Cross references are used to advantage, and clear diagrams, coloured photographs and simple data tables make this book a potentially

useful resource for students. A double page layout, incorporating an overview as well as definitions of key words, is used for the main topics: astronomy; exploring space; planets; satellites, and stars. J. Quirk

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: ST
SYLLABUS: Science & Technology K-6
Paper $22.95 SCIS 976303

BOND, Peter

DK guide to space

Dorling Kindersley, 1999
ISBN 0751358770 [523]

Just when it seemed we'd seen all the most remarkable views of and from space and couldn't be further impressed, along comes another stunning book. There is an amazing degree of detail in the colour photographs, which are presented in comparative balance with objects (such as the Earth), for easy access by most students. The content is fairly standard in the depth of the topics covered. The images of each planet or technological and scientific development portrayed are often visually enhanced with additional graphics that create an up to date, relevant resource. Shots from inside Mir, and from radio telescopes, add a realistic dimension to a fascinating journey. E. Maxwell

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
$29.95 SCIS 979663

GANERI, Anita

Violent volcanoes

Scholastic Children's, 1999 (Hippo/Horrible geography)
ISBN 059054375X [551.21]

The characteristics of volcanoes, how they are formed, and how they impact on the changing earth through their eruptions are covered in this resource. It provides a light hearted view of historical characters and events, whilst stressing the dangerous nature and the enormity of the problems which volcanoes pose to neighbouring villages. The book emphasises the impact of volcanoes on the environment. It suggests a few simple activities to clarify concept development. Cartoons are used to highlight special incidents. This is a work with high student interest, rather than teacher resource. It would be an excellent supplementary reader for a unit on volcanoes. J. Hancock

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
Paper $7.95 SCIS 973137

TAYLOR, Leighton & WU, Norbert

Life in the sea [series]

Macmillan, 1999

These books feature stunning, colour underwater photographs, large and small, which are particularly useful for teachers working with students researching in small groups. Common to each title are descriptive introductory chapters and maps to place various oceans of the world into context. Whilst lacking a contents page, the internal text is excellent for extending field knowledge about the sea. Tending towards the use of colloquial language and clever headings, the information is not as accessible for less able students. Several books have Discover for yourself sidebars, suggesting aspects for further investigation. Unfortunately, there is no way to predict terms which appear in each book's Glossary, and the indexes seem quite brief. I. McLean

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
$19.95 each

Titles in this series include:
The Caribbean Sea SCIS 974364
The Indian Ocean SCIS 974366
The Pacific Ocean SCIS 974351
The Red Sea SCIS 974369

Hurricanes, tornadoes and thunderstorms. [videorecording]

Rainbow Educational Media, 1998 (24min.)
ISBN none [551.55]

The relationship between the three types of storms, how they occur, and their destructive impacts are explained and analysed using graphic eyewitness film and 2D and 3D animation. This condensed video will maintain student interest as it explains the causes of air pressure, types of clouds, wind, hail, lightning, and thunder. Much information is covered, and the video may need to be viewed more than once to gain full understanding. In an unusual treatment of the subject, the video concludes with the beneficial effects of hurricanes, tornadoes and thunderstorms. Key climatic terms are used providing direct links to the syllabus documents. K. Wratten

USER LEVEL: Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Geography Stages 4-5; Science Stages 4-5
$59.00 SCIS981335

OLDERSHAW, Cally

Rocks and minerals

Dorling Kindersley, 1999 (Eyewitness)
ISBN 0751358967 [552]

An interesting way to view rocks and minerals is provided by this book. As well as allowing students to view the pictures in three dimensions through use of a mirror viewer, and stereo photography, it contains information about the formation of rocks and mineral crystallisation. The information is brief and mainly included as caption support for the pictures. For students who do not have access to rock material, this book would be a very useful resource. The pictures are very detailed, with accurately coloured close ups, and show many aspects of rock formation and different groups of minerals. Students will find using the 3D mirror an effective learning tool. K. Heap

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
$29.95 SCIS 981678

MACINNIS, Peter & BOWRING, Jane

The rainforest

Penguin, 1999 (Puffin)
ISBN 0140378553 [577.340994]

An excellent information resource, this work is presented in the form of a poem. The illustrations are simple and clear, and support the text well. The poem explains a rainforest environment and the life cycle of rainforest inhabitants. The animals of the rainforest are featured in beautiful illustrations by Kim Gamble, which contribute much to the impact of this work. The authors consider the behaviours, appearance, and characteristics of the rainforest ecosystem through the use of highly descriptive language. This book is an excellent resource for individual or class investigations of the rainforest environment. J. Hancock

USER LEVEL: Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
Paper $12.95 SCIS 981556

PYERS, Greg.

Wetlands

Heinemann Library, 1999 (Ecosystems of Australia)
ISBN 1863916989 [577.68]

The language of this resource is supported by clear photographs, detailed diagrams, and informative maps. It introduces students and teachers to the stimulating environment of the wetlands in Australia. It covers a wide range of topics, especially relevant to Australian students, as the reader investigates the place of native plants and animals in the life of the wetland. Limited reference is made to Aboriginal people and their interrelationship with the environment. Each chapter contains highlighted useful fact boxes. Related web sites provide an additional focus, though exploration time is required to verify curriculum relevance of these. New or difficult terms are printed in bold and explained in the glossary. J. Hancock

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
$24.95 SCIS 969721

TOFT, Kim Michelle & SHEATHER, Allan

Neptune's nursery

University of Queensland Press, 1999 (Jam roll)
ISBN 0702230790 [591.77]

Beautiful silk paintings of sea creatures are the eye catching focus of this picture book. Deep marine colours form the textured backgrounds of very well designed pages, which feature an underwater world of whales, dolphins, sharks, rays, turtles, lobsters and corals. The rhyming text weaves through these aquatic images, using first person to describe the sea creature the reader is seeking. Description of the birth of many sea creatures is woven through the text. The story concludes with an intriguing reproductive fact. Concluding pages provide further information. This is an enticing book, which combines beautiful visual images with an involving text. J. Buckley

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
$19.95 SCIS 985191

PASCOE, Elaine

Nature close up [series]

Macmillan, 1999

Clear photographs by Dwight Kuhn, simply presented information and interesting activities characterise this attractively presented series of American origin. Observations and experiments can be done with the minimum of adult assistance. Emphasis is on the scientific method of developing an hypothesis, setting up an experiment or conditions for observation, observation, recording and analysis of results, and comparison with the original hypothesis. However, the titles reviewed ultimately disappoint, and may mislead, as they fail to present unique Australian aspects of their topics, eg the giant Gippsland earthworm, the gastric brooding frog, and the effect of cane toads on Australian ecosystems. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
$19.95 each

Titles in this series include:
Earthworms SCIS 973855
Slime moulds and fungi SCIS 973868
Tadpoles SCIS 973859

What on earth [series]

Macmillan, 1999

If a desire to explore the unusual, to find out about the obscure, or to satisfy curiosity is the motivation behind selecting an information book to read, then this series will enthrall readers. Detailing the lives of some of the world's most fascinating creatures, each book contains large colour photographs and maps, which support the easy to read text and fact boxes. Most of the animals in this series have never been the subject of a book before, which makes the content unique and intriguing. The series could be a helpful introduction to the concept of factual texts. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
$19.95 each

Titles in this series:
What on earth is a booby? SCIS 974117
What on earth is a chuckwalla? SCIS 974116
What on earth is a guanaco? SCIS 974115
What on earth is a hyrax? SCIS 974112
What on earth is a nudibranch? SCIS 974108
What on earth is a pangolin? SCIS 974110
What on earth is a pout? SCIS 974111
What on earth is a sea squirt? SCIS 974109

MATTISON, Chris

Snake

Dorling Kindersley, 1999
ISBN 0751306584 [597.96]

Stunningly detailed and coloured photography fills the pages of this beautifully researched collection of snake profiles. An introductory section details characteristics of the snake's life cycle. Sixty one snakes from around the world are described. Only six of these are found in Australia. A **Fact file** on each snake presents species, family, mapped global habitat, breeding, and feeding information. Print is clear and

visually attractive. Page layout arrests the reader's attention. A full **Snake directory** of the eighteen snake families and a detailed index complete this volume. L. Ward
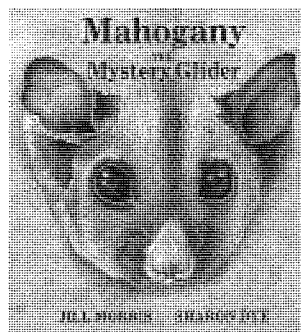
USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Science; ST
SYLLABUS:	Science & Technology K-6; Science Stages 4-5
	$49.95 SCIS 982218

MORRIS, Jill & DYE, Sharon

Mahogany the mystery glider

Greater Glider, 1999
ISBN 0947304428 [599.2]

The mahogany glider lives in a shrinking habitat in coastal North Queensland. This species, one of six glider species, went missing from 1882 to 1989, as it was confused with other gliders. A variety of visual and text approaches are used in this picture book to convey information to young readers. Topics covered include location, flora and fauna of habitat, reproduction, and behaviour. Also included are recounts of a scientist's experiences tracking the glider, and the true story of Hogney, a baby glider reared successfully by an animal rescue worker. With illustrations by Sharon Dye, this is an excellent resource on this endangered species. K. Chauncy

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English; ST
SYLLABUS:	English K-6; Science & Technology K-6
	$24.95
	SCIS 971591

VERSTRAETE, Larry

Accidental discoveries: from laughing gas to dynamite

Scholastic Canada, 1999
ISBN 0590514253 [609]

An interesting book, this revised edition of *The serendipity effect* is full of fascinating facts about the invention of everyday objects. It covers scientific discoveries, including atomic models and the telescope, and everyday objects such as ice cream cones and Perkin's Paste. The style of writing makes it very easy to read, and most explanations are short and to the point. They would provide interesting stimulus for comprehension work for science students. Through the detailed bibliography, there is the possibility of further research. K. Heap

USER LEVEL:	Stage 4 Stage 5 Professional
KLA:	Science
SYLLABUS:	Science Stages 4-5
	Paper $9.95 SCIS 973140

WALKER, Richard

Human body

Dorling Kindersley, 1999 (Eyewitness)
ISBN 0751358959 [612]

What an innovative and engaging book! The reader of this work is able to travel through out the human body and its various structures in a three dimensional format. Aspects of the skeletal, muscular, circulatory, digestive and reproductive systems are discussed and presented in high quality, stereo photographs. The inclusion of higher order language may limit the suitability of this resource for younger students, but this may be counteracted by the high visual quality of the book. This book contains excellent explanations of the human body and its structure and function, and would be a quality supplement to studies in human anatomy and physiology. C. Maher

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA:	PDHPE; ST
SYLLABUS:	PDHPE K-6; PDHPE 7-10; PDHPE Stage 6; Science & Technology K-6
	$29.95 SCIS 981658

THURIN, Sharon

A grown-up's easy guide to children's first aid

Healthconnect, 1998
ISBN 0958595100 [616.02]

Learning the skills and knowledge of first aid is the focus of this small book. It provides information in a concise, easy to follow format. The use of bright colours and a likeable cartoon character add to the appeal for children. This practical resource is a source of excellent first aid information for parents or adults who work with children. The use of dot points and arrows to show the sequence of steps, and the inclusion of colour coded highlighted information covering symptoms, assists the clear communication of information. Safety tips for children encourage them to take some responsibility for their own safety. This is a comprehensive, user friendly resource. K. Proctor

USER LEVEL:	Stage 3 Stage 4 Community Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K-6; PDHPE 7-10
	Paper $7.95 SCIS 977826

NICHOLSON, John

Fishing for islands: traditional boats and seafarers of the Pacific

Allen & Unwin, 1999
ISBN 1864485906 [623.82]

With emphasis upon the knowledge, skills and understandings of the boats' builders, navigators, and operators, this handsomely designed and meticulously presented picture book shows the spread of settlement across the Pacific, and the many ocean going craft with which this was achieved. Finely executed line drawings, carefully researched, demonstrate every item in its social and historical context. Construction and use of each type of craft, from a single person bark canoe to a huge war canoe with a crew of 100, are explained, as are types of canoes used for war, fishing, long distance travel, and as houseboats and cargo vessels. W. Smith
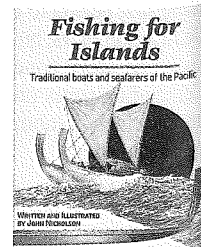
USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
	$22.95 SCIS 983480

STOTT, Carole

Moon landing: the race for the moon

Dorling Kindersley, 1999
ISBN 075135886X [629.45]

A complete history of moon exploration, and the exploration of space which preceded it, are shown in this well researched and attractive book. The publisher's familiar style of presentation, with chunks of information arranged in double page spreads with plentiful illustrations, is appealing to young readers. Time lines, clear photographs, line drawings and diagrams, fact files and a double page fold out showing details of the first moon landing make this a valuable source of information for students. Scientific investigations carried out during American and Soviet expeditions are described. Summaries of moon data, and a comprehensive listing of successful moon missions complete this resource. J. Quirk

USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$22.95 SCIS 980652

STOPPARD, Miriam

Test your child: how to discover and enhance your child's true potential

Dorling Kindersley, 1999
ISBN 1864661038 [649.1]

The author acknowledges the controversial title of this book, and justifies it in terms of parents taking control of their child's development. It is an easy book to read or browse through, being bright, colourful, and packed with photographs. The section on development includes mental development, locomotion, manipulation, and speech, with practical suggestions to help children from birth to around five years of age. There are also sections on **Factors affecting development**, **Simple tests**, **Tools for learning**, and **The special child**. Although first published in Great Britain in 1991, the user friendly format of this resource recommends it for use in the classroom or for reference. J. Redfern

USER LEVEL:	Stage 6 Community Professional
KLA:	PDHPE
SYLLABUS:	CEC Exploring Early Childhood
	$39.95 SCIS 978447

MANNING, Mick & GRANSTROM, Brita

Let's build a house

Watts, 1999
ISBN 0749633719 [690]

A group of friends wanting to build a house as they play together is the basis for this mainly factual book for young children about many kinds of houses around the world. Simple text and clear, coloured line drawings are used to show the different stages of construction, and materials used, for each of the nine types of dwelling included. Materials and construction methods for house interiors are also described. The use and handling of building materials is described and illustrated. Sequential text in words and pictures, easily comprehended by young children, is used to show the manufacture of materials. J. Quirk

USER LEVEL:	Stage 1 Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$26.95 SCIS 970064

HUMPHREYS, Richard

Futurism

Tate Gallery Publishing, 1999 (Movements in modern art)
ISBN 185437253X [709.04]

The Tate Gallery created this publication under the aegis of its interpretation and education section. It tends to give the impression of a supplementary catalogue to an exhibition of Futurist works. This art style was short lived, but influential in the emergence of the later abstract expressionist movement. The book looks at the social and historical pool from which Futurism arose, the influence of Nietzsche, and the political unrest in Italy at the time. While the often sighted examples are displayed here, there are enough rarely seen works to hold our interest. K. Ashley

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	2U/3U Visual Arts
	Paper $26.95 SCIS 979140

Modern art: Impressionism to Post-modernism

/ edited by David Britt. Thames & Hudson, 1999
ISBN 0500281262 [709.04]

This is the first paperback edition of what has long been one of the most comprehensive overviews of modern art. The concise background of information to the art styles of the twentieth century is liberally sprinkled with art quotations from the most representative protagonists. Added to this are full page, well printed, coloured examples illustrating the movements. In a successful attempt to provide more contemporary information, the last chapter centres around artists working in the 1980s. This book succeeds because its information is highly readable and it places the artistic movements squarely in the context of social forces of the time. K. Ashley

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	2U/3U Visual Arts
	Paper $35.00 SCIS 979161

ADES, Dawn

Marcel Duchamp

Thames & Hudson, 1999 (World of art)
ISBN 0500203229 [709.44]

A scholarly work on Marcel Duchamp, this book endeavours to explain some of the more enigmatic aspects of his work. Because he has had such a great influence on artists and art movements in the twentieth century, Duchamp and his work offer many avenues for study. His fleeting glance at Futurism, his bow to Cubism, the influence of his industrial drawing training, and his anti art stance have all left their mark. This book tries not to define Duchamp's

contribution, but explores the variety of his art, often using quotes from radio interviews or museum talks to elucidate aspects of his work. K. Ashley

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	2U/3U Visual Arts
	Paper $24.95

SCIS 979135

CIDDOR, Anna

Australian houses and buildings

Macmillan, 1999 (Macmillan highlights)
ISBN 0732947588 [720.994]

Using the strong foundations of perspectives and context, a student can use this resource to locate in space and time the continuity and change in Australia's long tradition of houses and housing. The perspectives represent the different peoples who have lived here for the past circa 60,000 years. A solid Aboriginal perspective reminds us all of the lessons we need to understand to make best and economical use of the land called Australia. The content clearly indicates era, and shows a full range of houses, from mainstream to experimental and alternate. The book is useful as it shows continuity and change; it also asks students to make decisions about the future of houses. C. Dorbis
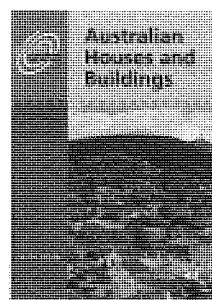
USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	HSIE K-6; Geography Stages 4-5; History
	Stages 4-5
	$27.95

SCIS 964052

BULL, Jane

Change your room

Dorling Kindersley, 1999 [747]
ISBN 0751359491

"Paint it! Frame it! Stack it! Store it!" exclaims the message across the cover of this colourful, well presented book of simple, inexpensive and innovative ideas for students to dabble with interior decorating at home and in the classroom. In **Time for a change**, the colour wheel is introduced and explained. **Sorting your stuff**, **Decorating basics** and **Making changes** give special emphasis to good organisation skills and disciplined cleaning up afterwards. In the bright images of completed objects and projects, teachers could find examples suited to literacy deconstruction activities relevant to the arts. The easily followed procedures presented could also be helpful, as they do not conform to the expected format, thus demonstrating how texts are written in the context of a purpose rather than to a strict formula. I. McLean

USER LEVEL:	Stage 3 Community Professional
KLA:	CA
SYLLABUS:	Visual Arts K-6
	$24.95

SCIS 982197

MICKLETHWAIT, Lucy

Discover great paintings

Dorling Kindersley, 1999 (A child's book of art)
ISBN 0751355011 [750.1]

By putting the questions on the left hand page and providing the answers on the right, this book ensures a strong investigative approach to famous artworks. The works are paintings ranging across a variety of themes, including storytelling and everyday life. The illustrations are large, clear and beautifully printed in full colour. The questions make a good stimulus for discussions of the social, religious or political history of the time in which the painting was set. Younger students would appreciate the close up visuals, but the language used requires a strong literacy level. K. Ashley

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	CA
SYLLABUS:	Visual Arts K-6; Visual Arts 7-10
	$19.95

SCIS 981894

STRAHAN, Lynne

Brian Dunlop

Craftsman, 1999
ISBN 9057030721 [759.994]

Brian Dunlop's quietly mysterious paintings of still corners of rooms, of enigmatic portraits, and of fragments of landscape are beautifully illustrated in this book. The exploration of his solitude, hinted at in the text, seems to permeate his work as if, as subject matter, he has chosen the least populated areas of his private and public spaces. The examples illustrated contain large colour plates ranging from formal portraits to the informal setting of his home. This new edition of the publication includes a chapter on his recent works and a number of new colour plates. K. Ashley

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	CA
SYLLABUS:	2U/3U Visual Arts
	$80.00

SCIS 983291

MARSH, James

Film-making

Hodder Children's, 1999 (Activators)
ISBN 0340736313 [791.43]

An excellent 'how to' book on the art of film making, this introduces procedures and techniques in a clear, direct format. Its simple, chatty language, organised structure and quaint cartoon illustrations have immediate appeal for a range of ages. Centring on the use of a camcorder, this manual pursues many aspects of the film making process. Techniques, scripts, storyboards, shooting, editing, and sound are just some of the areas discussed. Apparently Steven Spielberg began his career by making home movies at the age of eleven. This is a wonderful introduction to film making. C. Sly

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	CA; English
SYLLABUS:	English K-6; English 7-10; Creative Arts K-6;
	Visual Arts 7-10
	Paper $9.95

SCIS 970694

DERRETT, Ros

Theatre North: regional community theatre: images and impacts

Theatre North, 1999
ISBN 0958642206 [792.0994]

Here is a comprehensive commentary on the vital role played by an Australian regional theatre group. Theatre North, in Lismore, NSW, was founded by an insightful partnership in 1981. This publication presents their aims and objectives, organisation, management, and battles for funding. It is both informative and inspirational in explaining how such a theatre can meet the needs of its community in many ways, which include presenting qualitative, ambitious productions. Throughout the book photographs of exciting performance moments, taken by co-founder Peter Derrett, capture the essence of this energetic company. It is a valuable resource for senior and tertiary Drama students. C. Sly

USER LEVEL:	Stage 6
KLA:	CA
SYLLABUS:	2U Drama
	Paper $22.00 PO Box 129, Lismore NSW 2480

SCIS 979010

SCOTT, Paul

200 boredom busters!

Dorling Kindersley, 1999
ISBN 0751358916 [793]

Art, handicraft, science, cooking, and recreation are covered in this highly versatile book. Activities including making a pair of stilts, birdwatching, making masks, and baking biscuit coins will appeal to the child who is keen to experiment and wanting some inspiration. Colour illustrations and photographs with step by step instructions demonstrate the processes and finished products. Able readers will find this book highly stimulating, with activities that range from very simple ideas, to more complicated concepts and activities that include making an underwater volcano, electrical circuits, and constructing a personal treasure map. Teachers may also find this book a useful adjunct when looking for practical ideas to support classroom activities. L. Crofts
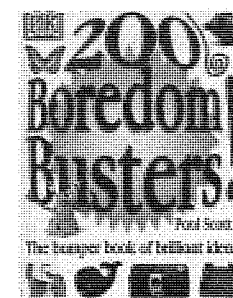
USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$24.95

SCIS 982188

GIFFORD, Clive

Cricket

Hodder Children's, 1999 (Activators)
ISBN 0340736275 [796.358]

Written in an easy to read manner, this comprehensive book provides students with lots of information about all aspects of cricket. Topics cover the basics of playing the game, learning the skills, and the skills of captaining a side. The use of numerous illustrations and diagrams further supports understanding. Illustrations use drawings

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of both male and female cricket players performing skills, which carries the positive message that this sport is suitable to both genders. A glossary of terms is a useful addition to aid understanding of the jargon of cricket. This book would be a valuable resource for teaching the game and skills of cricket, a great starting point for primary teachers. K. Proctor
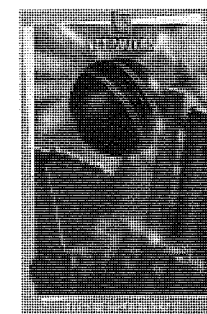
USER LEVEL:	Stage 3 Stage 4
	Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K-6; PDHPE 7-10
	Paper $9.95

SCIS 970689

The young cricketer

Dorling Kindersley, 1999 (Young enthusiast series)
ISBN 1864661097 [796.358]

A well illustrated and easy to read book, this discusses the myriad of concepts related to the game of cricket. Topics covered include a brief history of cricket, the rules of the game, batting and bowling techniques, and fielding basics. Useful inclusions are the glossary of terms and contact addresses for the peak cricket bodies of all test playing nations. Specific mention is made of women's cricket and cricket for the blind. Teachers and students will find this an informative resource. C. Maher

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	PDHPE
SYLLABUS:	PDHPE K-6; PDHPE 7-10
	Paper $14.95

SCIS 978850

BRASCH, Nicholas

Australian Olympic gold medallists [series]

Heinemann, 1999

Individual and team sporting triumphs at the Olympic games are celebrated in this series. Each book covers a time period in the history of the Olympic games. In each volume, a brief but interesting profile of the achievements of Australian gold medallists of the time is accompanied by black and white and colour photographs. This series would be ideal for study of sporting achievement by Australians at the Olympics from both an historical and human perspective. It is a good resource for students in the lead up to the Sydney 2000 Olympic games. The inclusion of a table of gold medallists in each book allows easy reference to achievements. K. Proctor
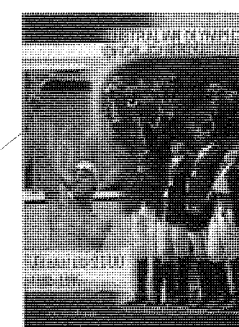
USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	PDHPE
SYLLABUS:	PDHPE K-6; PDHPE 7-10
	$24.95 each

Titles in this series:
Earning a reputation 1896-1952	SCIS 969939
The golden years 1956-1964	SCIS 969941
From strength to strength 1968-1988	SCIS 969944
Towards 2000 1992-1996	SCIS 969947

The Olympic Games

Dorling Kindersley, 1999
ISBN 1864660635   [796.48]

The Olympic Games are presented in this comprehensive, informative book. It covers the summer and winter Olympics, and spans the time period from Athens in 1896 to Sydney in the year 2000. An excellent array of photographs depicts the action, emotion, triumph, and defeat of the games. The photographs take up a large proportion of the book and are one of its most appealing features. Students will find this work interesting, educational, and entertaining. It incorporates the sporting achievements of all nations, providing an opportunity to compare Australia's achievements with those of other competing nations. A comprehensive table of medal winners provides an excellent, easy to access information source. This book would be a valuable resource to support students and teachers when studying the Olympic games. K. Proctor

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	PDHPE
SYLLABUS:	PDHPE K-6; CEC Sport, Lifestyle & Recreation
	$39.95 SCIS 983429

Syd, Mille and Olly's guide to the 2000 Olympic Games

Dorling Kindersley, 1999
ISBN 1864661100   [796.48]

Consisting of two books and a poster, this activity pack allows students to follow the Sydney Olympic games on each day of competition. Using Syd, Millie, and Olly, students learn about the Sydney Olympic games and the significance of the choice of these three mascots for the last Olympics of the millennium. By completing the journal, students can follow the games from the arrival of the Olympic torch on Australian soil to the closing ceremony, highlighting significant Olympic events. This activity pack would be informative and enjoyable to use if students wish to follow the daily progress of the games. C. Maher

USER LEVEL:	Stage 2 Stage 3
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
	Paper $14.95 SCIS 983432

ANDERSON, Philip

Philip Anderson: cycling legend

Lothian, 1999
ISBN 0850919339   [796.6]

For those with a specific interest in endurance cycling, or as a resource for investigating the performance of elite athletes, this book provides an excellent insight into the life of an Australian cycling legend. It includes action photographs, stories, facts, and statistics. Anderson was the first non European to win the Tour de France. This book is informative and focuses on the issues elite athletes encounter, the highs and lows of the sport, sponsorship and business deals. A glossary of cycling terms is included. K. Bear

USER LEVEL:	Stage 5 Stage 6 Professional Community
KLA:	PDHPE
SYLLABUS:	PDHPE 7-10; 2U PDHPE
	Paper $24.95 SCIS 976360

RABY, Philip

Motorbikes

Watts, 1999 (The need for speed 4)
ISBN 0749631619   [796.7]

A discussion of all forms of competitive motorcycle racing, this richly illustrated book provides an interesting insight into the world of motorbikes. Information is concise and interesting, reflecting the myriad uses of motorcycles in racing. Such forms of racing as superbikes, motor cross, speedway and sidecar racing are profiled, as are other available forms of motorcycle racing some not readily thought of as possible! The inclusion of a glossary of technical terms assists in developing a greater understanding of the world of motorcycles. This book would prove an excellent reference for a topic popular with many students. C. Maher

USER LEVEL:	Stage 3 Stage 4
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$26.95 SCIS 970067

PAGE, Jason

Fishing

Hodder Children's, 1999 (Activators)
ISBN 0340736291   [799.1]

For beginners, or for others who would like to expand their knowledge, this book provides some very useful information and practical tips on fishing. A comprehensive range of information encompasses topics such as casting, floats, spinning, sea fishing, and identifying fish. Clear illustrations and diagrams show different techniques. A glossary of terms is a useful addition to aid in the understanding of the jargon of fishing. This book would be an excellent resource for children who have an interest in fishing, or for teachers and students who participate in this sport as part of their outdoor education or recreation curriculum. K. Proctor

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE K-6; PDHPE 7-10; CEC Sport, Lifestyle & Recreation
	Paper $9.95 SCIS 970690

ARNOLD, Tedd

Help! I'm falling apart!

Puffin, 1997
ISBN 0140562796   [811]

With its hand lettered text and amusing illustrations, this light hearted picture book, is recommended for use in child protection education to help explain the concept of mental health, and how a person's thinking or thoughts may be harmed or unhealthy. The boy in the story is observing everyday changes and occurrences in the human body. However, alarmingly distorted thoughts follow, and images, although comical, of hopelessness and despair. The bouncy, rhyming story is one that children can relate to in a positive way, and could generate helpful discussion about recognising irrational thinking. The book could also support an introduction to a growth and development unit about the human body. G. Penn

USER LEVEL:	Stage 1 Stage 2
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
	Paper $11.95 SCIS 905805

ANDREAE, Giles

Cock-a-doodle-do! Farmyard hullabaloo

Orchard, 1999
ISBN 1841210315   [821]

A picture book anthology, this work lends itself to animated reading and audience participation. Written in rhyming verse, introductory stanzas have a bright, bold rhythm, reflected in the simple, colourful illustrations to be found throughout, that is, until nightfall when the pace and tone change. The page format of single verse and illustration for each animal focuses on the character of each, while making the description more meaningful and the words more accessible to a young audience. Images and content are firmly grounded in the European nursery book tradition. This has the potential to become a shared reading favourite. N. Chaffey

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K-6
	$26.95 SCIS 976299

MCNAUGHTON, Colin

Wish you were here, and I wasn't

Walker, 1999
ISBN 0744549701   [821]

Have you ever wondered how to insult your worst enemy in rhyming verse? This zany collection of poems will show you how, while appealing to your own offbeat sense of humour. Plonks, pirates, and pilots, a teacher's holiday lament, leaving home, aliens on vacation, and even a send up of the Titanic, are some of the many topics treated with irreverence in this book of nearly fifty poems. McNaughton's own illustrations are clever accompaniments. As it pokes fun at the serious stuff of the world, this collection encourages children to enjoy poetry. Several poems offer useful models for student writing. B. Roberts

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6 SCIS 979648

*Overseas publication WISH YOU WERE HERE (AND I WASN'T) 1999 Colin McNaughton. Reproduced by permission of the publisher Walker Books Ltd., London.

SHAKESPEARE, William

The merchant of Venice [videorecording]

Tetra Films, London, 1996   [822.3]

Through the medium of film Shakespearean plays have become accessible to a wide range of modern audiences. This videorecording of the conflict between the Bard's notable merchant, Antonio, and his adversary, the cunning Shylock, is a valuable teaching resource for middle and senior secondary students. Lavish costumes and period setting create a sense of the Elizabethan era, while the occasional external picturesque scenes of Venice locate the drama geographically. A fine cast of actors captures the spirit of this play of deception and intrigue and brings the script to life. It is an absorbing production which would greatly enhance classroom studies. C. Sly

USER LEVEL:	Stage 5 Stage 6
KLA:	Drama; English
SYLLABUS:	Drama 7-10; 2U Drama (Preliminary);

English 7-10; 2U English
$50.00   SCIS 971596

Introducing Dickens

/ compiled by Alex Madina & Valerie Lynn. Cambridge University Press, 1999 (Cambridge school anthologies)
ISBN 0521599563   [823]

Teachers seeking an exciting way to introduce the classics to adolescents of today will find this book offers many engaging strategies. Centring on five of Dickens' novels, it presents a range of well chosen extracts along with many diverse activities to capture students' interest and imagination. These exercises elicit an appreciation of the finely crafted Dickensian characters, themes, and writing style. Linked readings include works by William Wordsworth, Alfred Noyes and Charlotte Bronte. This thoughtfully devised book provides a wonderful means of arousing interest in a great writer of the past. C. Sly

USER LEVEL:	Stage 4 Stage 5
KLA:	English
SYLLABUS:	English 7-10
	Paper $16.95 SCIS 977617

HERRICK, Steven

The spangled drongo: a verse novel

University of Queensland Press, 1999 (UQP Storybridge series)
ISBN 0702230952   [A821]

In recent years this writer has popularised poetry for young readers. His quirky, colloquial style blends humour and pathos. In this verse novel, eleven year old Sam reveals his tale. He is obsessed with soccer, and lives with an eccentric aunt, who has a passion for art and Indian food. Sam's life changes when he befriends Jessica, a new neighbour who not only loves soccer, but spends time birdwatching in the hope of spotting the elusive spangled drongo. A sensitive, moving little story about families and friendships, this narrative renews the art of story telling through verse. It is a wonderful book for a range of ages, particularly for less enthusiastic readers. C. Sly

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K-6; English 7-10
	Paper $13.95 SCIS 976966

RYAN, Tracy

The willing eye: poems

Fremantle Arts Centre Press, 1999
ISBN 1863682392   [A821]

Not to be swallowed in one gulp, but dipped into and savoured slowly, is this latest collection of poetry by a young Australian writer. Herein are poems with lines and phrases that linger, some that evoke strong reader response, prompting personal memory, touching a nerve, challenging a vulnerability, even confronting sensibilities. Ryan's poetry is at times passionate, raw, often sexual. There is a sense of risk taking, at times of life on the edge, of the universe and nature as a challenge and to be challenged. The language is strong and precise, the imagery sharp and memorable. Meaning is not always instantly accessible, and may require reflective, repeated reading. B. Richardson

USER LEVEL:	Stage 6 Community
	Paper $16.95 SCIS 961916

COMPTON, Jennifer

The big picture

Currency, 1999 (Currency plays)
ISBN 0868195944 [A822]

A sensitive glimpse into the day to day world of three women marginalised by their poverty, this play evokes understanding and compassion. For Joy, Fran and Mandy, raising their children as single parents, trying to make ends meet, and helping one another through the tough times serve as the basis for their friendship. Although generally a realistic script, it interweaves several powerful, symbolic motifs. It focuses on an underclass that is frequently neglected in contemporary Australian culture. A thought provoking play, it raises many important issues, particularly from a female perspective. C. Sly

USER LEVEL:	Stage 6
KLA:	CA; English
SYLLABUS:	2U Drama; Drama Stage 6 (Preliminary); 2U English
	Paper $16.95 SCIS 972621

DE GROEN, Alma

The woman in the window

Currency, 1999 (Currency plays)
ISBN 0868195936 [A822]

Skilfully blending past and future, this play expresses the soulless nature of societies that repress creativity. Russian poet Anna Akhmatova is under house arrest in Stalinist Russia. Forbidden to write poetry, she has to show herself at her window twice a day to the Russian police. Her story is interspersed with scenes set in a futuristic Australia of 2030, a totalitarian society controlled by technology and also bent on suppressing creativity. It is a powerful drama with strong female characters who attempt to fight their oppressive regimes. Within these disturbing societies, humanity, camaraderie and courage offer glimpses of hope, making this a truly moving drama. C. Sly

USER LEVEL:	Stage 6
KLA:	CA; English
SYLLABUS:	2U Drama; Drama Stage 6 (Preliminary); 2U English
	Paper $16.95 SCIS 972628

GRAHAM, Trevor

Mabo: life of an island man

Currency, 1999
ISBN 0868195804 [A822]

This screenplay of a highly acclaimed Australian documentary film is worthy of study for a number of reasons. As a script, it is finely crafted, sensitive to the issues, and displays a thorough research of subject. It also has an important role as historical commentary on a monumental decision for the country's Indigenous people. A qualitative piece of writing, it expresses the powerful impact of Eddie Mabo, and his family and the events that made the name Mabo widely known in Australia. Published in conjunction with the post-production script, it is a wise choice for senior studies. C. Sly

USER LEVEL:	Stage 6
KLA:	CA; English; HSIE
SYLLABUS:	2U Aboriginal Studies; 2U English
	Paper $19.95 SCIS 982176

Plays of the 60s. Volume 2

/ edited by Katherine Brisbane. Currency, 1999 (Currency plays/ Currency modern drama)
ISBN 0868195502 [A822]

The four plays presented in this volume indicate a turning of the tide in Australian drama during the mid 1960s. Boldly experimental, these playwrights, including Alan Hopgood, James Searle, Dorothy Hewett and Alex Buzo, each dealt with controversial issues of the era. Aspects such as conscription; war; urban life; politics; class, and racism are examined in their social context. While each play has its own intrinsic value, the collection marks a new phase in Australian theatre history. It is a particularly useful book for senior Drama and English; Buzo's Norm and Ahmed is included in the Experience through language study area for English: Stage 6 syllabus: ESL (approved 1999). C. Sly

USER LEVEL:	Stage 6
KLA:	CA; English
SYLLABUS:	2U Drama; Drama Stage 6 (Preliminary); 2U English; English Stage 6: ESL
	Paper $24.95 SCIS 972632

Plays of the 70s. Volume 1

/ edited by Katherine Brisbane. Currency, 1999 (Currency plays/ Currency modern drama)
ISBN 0868195529 [A822]

A brief but notable period in Australian theatre history is reflected in this collection of plays written between 1973 and 1975. It features works by Peter Kenna, Alex Buzo, Jim McNeil and Robert Merritt. While their diverse themes include the plight of immigrants; the feminist movement; prison life; and despair experienced by Aboriginal people, they are generally linked by a focus on the impact of society on the individual. Each play offers a valuable study of social and cultural changes occurring during this period. This volume contains some wonderful choices for either Drama or English studies. C. Sly

USER LEVEL:	Stage 6
KLA:	CA; English
SYLLABUS:	2U Drama; Drama Stage 6 (Preliminary); 2U English
	Paper $24.95 SCIS 972636

PRICHARD, Katharine Susannah

Brumby Innes; and, Bid me to love

Currency, 1974 (The national theatre)
ISBN 0868190861 [A822]

Although better known as a novelist, Prichard displays her skills in another genre. Her intensity in portraying domestic and sexual conflict has been likened the best works of Eugene O'Neill. The first play in the book comments on marriage and infidelity, while the second centres on a rough, exploitative station owner who takes advantage of Aboriginal women. The latter, Brumby Innes, is included as a set text for Topic 1 in the Drama: Stage 6 syllabus (approved 1999) Preliminary course. Clearly ahead of their time in style and content, these two plays, written in the 1920s, were not staged until the 1970s. They are significant in the development of early Australian theatre and are worthy of study in this context. C. Sly

USER LEVEL:	Stage 6
KLA:	CA; English
SYLLABUS:	2U Drama; Drama Stage 6 (Preliminary); 2U English
	Paper $16.95 SCIS 485093

RANKIN, Scott

Box the pony

Student ed., Hodder Headline, 1999 (Sceptre)
ISBN 0733611915 [A822]

A powerfully moving play, this script exudes the inner strength of the main character/ actor, Leah Purcell. This autobiographical performance piece focuses on Purcell's physical and spiritual journey from her birthplace in Murgon, Queensland to the inner city area of Sydney. An energetic actor, with fascinating tales to tell, she exposes many elements of the contemporary Aboriginal experience including mission life, alcohol and drug abuse, Stolen Generations, and cultural survival. It is a fiery blend of sadness, wit, and humour. This student edition is well supported with an array of supplementary notes by the writer, director, and other informative contributors. B. Percival, C. Sly
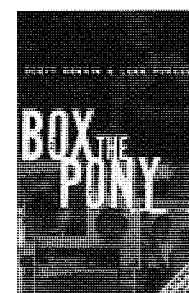
USER LEVEL:	Stage 6
KLA:	CA; English; HSIE
SYLLABUS:	2U Aboriginal Studies; 2U Drama; Drama Stage 6 (Preliminary); 2U English
	Paper $19.95 SCIS 983147

ROLAND, Betty

The touch of silk

Currency, 1986
ISBN 086819154X [A822]

Following its premiere in 1928, this work was applauded as 'the first Australian play written by a real dramatist'. A blend of melodrama and realism, it is thematically concerned with the alienation experienced by immigrants. Living with her husband in a drought stricken area of Victoria, the French born Jeanne is home sick. Her purchase of some silk lingerie from a friendly salesman leads to tragic results. This edition of the play also includes updates made later by the author. A valuable study as a period piece and as a stage of development of Australian drama, it is prescribed for Topic 1 in the Drama: Stage 6 syllabus (approved 1999). C. Sly

USER LEVEL:	Stage 6
KLA:	CA; English
SYLLABUS:	2U Drama; Drama Stage 6; 2U English
	Paper $16.95 SCIS 869814

WILLIAMSON, David

Two plays: Corporate vibes, Face to face

Currency, 1999 (Currency plays)
ISBN 086819560 [A822]

Often revered as 'the social and human chronicler of our age', David Williamson creates dramas that display an acute insight into interpersonal relations and social trends. Of the two plays presented in this publication, the first deals with conflict between a tyrannical boss, his employees, and a newly appointed psychologist/mediator. In a similar vein, using negotiation to resolve conflict, the second play considers the role of community and workplace conferencing that follows an incident in which a disgruntled employee angrily rams his boss's Mercedes. A fine style of topical and witty social commentary makes these plays highly worthwhile for study and performance. C. Sly

USER LEVEL:	Stage 6
KLA:	CA; English
SYLLABUS:	2U Drama; Drama Stage 6 (Preliminary); 2U English
	Paper $19.95 SCIS 972624

DARLINGTON, Robert

A history of people, events and cultures

Heinemann, 1999
ISBN 086462414X [909]

For an overview of world history, this book provides a wide range of topics, including ancient and medieval societies, indigenous peoples, and the shaping of the modern world. Each facet is presented in minimum text, accompanied by written and pictorial sources for analysis and interpretation. Outcomes based questions and activities are provided. A grid of outcomes provides a handy checklist for the teacher. This is a useful book, with its clear layout and emphasis on skills development. Teachers and students would find it a readable and informative survey or starting point for further in depth study. B. Hull

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	History Stages 4-5
	Paper $33.95 SCIS 978960

MENU, Bernadette

Ramesses the Great: warrior and builder

Thames & Hudson, 1999 (New horizons)
ISBN 0500300895 [932]

While the language of this small book is complex in construction, vocabulary and terminology, the lavish illustrations and their detailed captions are positives. The colour pictures of tomb paintings, statues, buildings and other aspects of New Kingdom life are accessible and vivid. They provide good archaeological sources for the Ramesside period. Topics covered include coronation, role of the pharoah, government, army, religion and festivals. There is an interesting document section, as an appendix, of religious, political, and secular literature. It may have been more useful to readers to have such documents placed within the text of the book. This work is a handy reference for the personalities section of Ancient History syllabuses. B. Hull

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	2U Ancient History; Ancient History Stage 6
	Paper $19.95 SCIS 979147

SHUTER, Jane

Ancient Greece [series]

Heinemann Library, 1999

A simple, clear view of aspects of life in Ancient Greece is provided by this series. It contains large sized print, maps, and timelines. The reader is introduced to primary archaeological sources such as pottery, stele, models, mosaics, and statues. Homer, Aristotle, and Hesiod are the basis of the written source material. Noteworthy facts are highlighted and terms explained in the glossary. The discoveries, inventions, and ideas are an interesting facet of Greek history not often presented to students, and could provide a useful link to other subject disciplines. B. Hull

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5
$26.95 each.
Titles in this series include:
Builders, traders and craftsmen SCIS 969506
Discoveries, inventions and ideas SCIS 969442
Farmers and fighters SCIS 971303

LIDDELL HART, B. H.

The other side of the hill

Pan, 1999 (Grand strategy)
ISBN 0330373243 [940.5]

A scholarly but immensely readable account of the events and personalities of World War Two, this work is written from the perspective of some of the German generals. In doing this, the author has used their own words. The text, therefore, reads almost as a record of conversation, with the narrator's voice strongly directing the reader's thoughts and perceptions. Events including the growth of weaponry, invasion of Russia, and the 'saving' of Britain, are presented in a fresh way. Rommel, Marstein, Thoma, and Guderain are some of the generals featured, while a young general's opinion of Hitler is particularly interesting. With its table of High Command, maps and detailed index, this book would be a useful adjunct to the study of World War Two and Nazi Germany. B. Hull

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: 2U Modern History; Modern History Stage 6
Paper $18.95 SCIS 968705

LEE, Lily Xiao Hong

Women of the Long March

Allen & Unwin, 1999
ISBN 1864485698 [951.04]

Of the thirty women of the Long March, the stories of three are told in this compelling book. The theme of guanxi (connections) features strongly in the lives of the women. He Zizhen, Mao's second wife, found herself broken and rejected, unable to marry again. Wang Tuanyuan, the peasant girl, found herself shut out politically and had to fight to be reinstated. Kang Kequing, who wanted above all to be a soldier, finally led an army of the Chinese women. The ideologies of the time impact strongly on these women as revealed in their status, perceived worth, and assigned work. Despite the physical and psychological hardships of the march, including the hunger and abandonment of babies, Wang Tuanyuan sums up the feelings of these women, "It is the greatest honour of my life that I was able to go on the Long March." B. Hull

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: 2U Modern History; Modern History Stage 6;
2U People & Events
Paper $24.95 SCIS 966470

Step into ancient Japan

Loenz, 1999 (Step into)
ISBN 185967917X [952]

"Imagine you could go back into time…" So opens this colourful, historically based book. Two pages per topic cover warriors, farmers, shoguns, civil wars, arts, theatre, and religion, and the easy to read text is minimal. It is an introduction and brief background to the pictorially presented information. Each illustration, photograph, or map has a detailed caption providing a snapshot of that facet of the topic. The glossary is a useful addition. The terms are clearly and simply explained. Practical activities are provided. There are instructions on how to make a samurai helmet, a screen, kites, a theatre mask, and even how to cook rice balls. This is an easy to approach text which is not daunting in its presentation. B. Hull

USER LEVEL: Stage 4
KLA: HSIE; LOTE
SYLLABUS: History Stages 4-5; Japanese 7-10
$16.95 SCIS 983423

BARWICK, John & BARWICK, Jennifer

Shaping Australia [series]

Heinemann, 1999

The arrangement of each book in this series includes: excellent and colourful layout and illustrations; a logical progression of short theme or chronology based chapters; short and simple chunks of text with apt headings; highlight boxes with brief features or documents; and a concluding timeline, glossary, readings and index. The text is soundly based in the historical mainstream, but is often issues centred, sometimes with a potential for a little controversy. There are occasional questions that could arise about balance and choice of content (such as with the Menzies-Petrov affair), but factual errors (such as the wrongly captioned 1891 Sydney Federal Convention) are few indeed. It is up to date, the latter chapters looking at late 1990s issues. Information on Aboriginal issues is limited and from a Eurocentric view. Multicultural, gender, civics, and other related perspectives are seamlessly integrated. G. Spindler

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6; History Stages 4-5
$24.95 each
Titles in this series:
Arrival of the Europeans SCIS 982204
Exploration and expansion SCIS 982199
Gold rush SCIS 982193
March to Federation SCIS 982207
From Federation to World War I SCIS 983820
Between the wars SCIS 983824
World War II SCIS 983829
A place in the world SCIS 983833

Federation [videorecording]

Film Australia, 1999 (3 x 55 min. episodes)
ISBN none [994.03]

This series brings to life, in an engaging way, the people and events that led to Federation. The three episodes provide an outstanding array of archival footage, including excellent political cartoons, particularly those of Reid and Barton. The archival material is balanced by interviews with the descendants of key players such as Reid, Deakin, and Parkes, and academic comment. This is a scholarly and well structured series with an interesting script. Its greatest contribution to the study of Federation is the intimate and personal portraits it draws of the key players. The position of Aboriginal people and women is addressed. This is a valuable resource for the Stage 5 syllabus, with support material and teachers' notes available on the Film Australia web site. M. Hill

USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: History Stages 4-5
$75.00 SCIS 981698

Federation [videorecording]

Film Australia, 1999 (3 x 55 min. episodes)
ISBN none [994.03]

This series brings to life, in an engaging way, the people and events that led to Federation. The three episodes provide an outstanding array of archival footage, including excellent political cartoons, particularly those of Reid and Barton. The archival material is balanced by interviews with the descendants of key players such as Reid, Deakin, and Parkes, and academic comment. This is a scholarly and well structured series with an interesting script. Its greatest contribution to the study of Federation is the intimate and personal portraits it draws of the key players. The position of Aboriginal people and women is addressed. This is a valuable resource for the Stage 5 syllabus, with support material and teachers' notes available on the Film Australia web site. M. Hill

USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: History Stages 4-5
$75.00 SCIS 981698

MATTHEWS, Brian

Federation

Text, 1999
ISBN 1876485116 [994.03]

Written to complement a series of programs by Film Australia, this work lacks the depth and analysis provided by the video series. It is a rambling, verbose account, without any direction or clear argument, and which offers students and teachers very little insight into the process of Federation. It is mainly a narrative, with little primary source material provided. The few primary documents used are not properly sourced, making it impossible for the reader to trace their origins. An attempt is made to place the events surrounding Federation in a historical context with the provision of some detail on the social and cultural life of the times. Unfortunately this proves to be a distraction to rather than an enhancement. M. Hill

USER LEVEL: Stage 5 Professional
KLA: HSIE
SYLLABUS: History Stages 4-5
Paper $ SCIS 984622

HEINMANN, Rolf

Sydney through time

Roland Harvey, 1999
ISBN 0949714674 [994.4]

For enthusiasts who enjoy searching detailed illustrations, here's an entertaining and informative variation to whet the appetite. Apart from an historical account of Sydney's beginning to the year 2000, the reader is required to find symbols to encode names of well known Sydney identities. Illustrated solutions to these names are available for those whose perseverance is challenged, together with their accompanying biographies. Descriptions of the featured landmarks and buildings are appended. Search for the camouflaged maps of Australia, and locate concealed pictures of the author. The puzzles, set within intricate illustrations, test observational powers, transformations and other spatial skills. D. Doust

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K-6
Paper $9.95 SCIS 983419

COOK, Kerrin

The glint of gold: a history and tourist guide of the gold fields of central west of New South Wales

Genlin Investments, 1999
ISBN 0957720904 [994.403]

Except for the oft mistaken phrase 'first discovered by a European', this is a comprehensive work, that covers a major period of European settlement of Australia. A well researched and presented book, it contains a wide range of primary and secondary sources, including maps, etching and photographs. The good quality photographs are both black and white and coloured. It starts with the 1850s and continues into the twentieth century, thereby tracing the development of many towns and their populations. This book would be useful background information for Stage 3 teachers looking at the influence of gold discoveries, particularly in local areas. It would also support the Stage 5 Geography focus area, *Changing Australian environments.* C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: Geography Stages 4-5; HSIE K-6
AVAIL: $55.00 SCIS 986509

Professional reading

Resources are in Dewey order.

The information literate school community: best practice

/ edited by James Henri & Karen Bonanno, Centre for Information Studies, Charles Sturt University, 1999 (Topics in Australian teacher librarianship 3)
ISBN 0949060879 [028.507]

Compilations of insightful articles such as those presented here contribute significantly to the ongoing professional development of teacher-librarians. Contributions by the two editors, and Linda Langford, Gavin Brown, Dianne Oberg and others that discuss the past and future roles and developments of best practice in libraries, provide useful approaches and theoretical frameworks for practitioners to consider in the implementation of information literacy skills in Australian school libraries. The authors represent a global perspective that is both enlightening and productive for those seeking to develop collaborative ventures, which may incorporate technology, with principals and teachers. This book serves to consolidate the importance of information skills and teacher-librarianship in the school. E. Maxwell
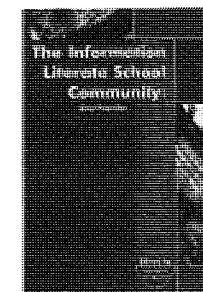
USER LEVEL: Professional
Paper $45.00   SCIS 974687

SPLITTER, Laurance

Places for thinking [kit]

ACER, 1999

An interesting series of picture books, this resource is intended to help primary and secondary students become better thinkers. The beautifully illustrated stories do not follow a traditional narrative structure, but rather introduce a number of animals in different places contemplating aspects of themselves and their environment. These scenes become a source of lively discussion and insight with use of the provoking questions and guidance provided in the accompanying resource book. Built on the work of philosophers such as Lev Vygotsky, the activities are designed to be carried out in a 'community of inquiry', with the classroom environment a safe place for students to exercise their creative thinking capacities with the support of the teacher. S. Humphrey

USER LEVEL: Professional
$99.00 kit

Titles in this kit:
Places for thinking. Resource manual.   SCIS 978600
In a field   SCIS 978596
In a tree   SCIS 978598
On a path   SCIS 978597
On a plain   SCIS 978599

DEAL, Russel

The I can monsters [kit]

St Luke's Innovative Resources, 1998
ISBN 1864590327   [158.1]

One of the best ways to work in developing self esteem, is to build an accurate belief in one's own abilities. This kit contains 24 concept development cards and a teacher's guide sheet. Each card represents a concept beginning with "I can...", which would assist students to recognise and name their own feelings and individual accomplishments. These cards could enhance specific classroom activities to increase self confidence, and encourage being kind to oneself, self-talk, self encouragement, and taking responsibility for their own actions, including expressing of feelings. The cards could be used in activities: to promote non traditional achievements for girls and boys; to reward positive social skills; and for peer support between students. Teachers already familiar with *Strength cards for kids* and *The Bears cards* may find the monsters less appropriate images for teaching in this area. G. Penn

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
$29.50   SCIS 972683

Everyone is special!: a handbook for teachers on sexuality education

/ edited by Lori Beckett. Association of Women Educators, 1998
ISBN 09586087   [305.3]

Sexuality education, specifically in relation to homosexuality, is the topic of this enlightening book. It comprises contributions from a range of people who offer personal experiences and objective discussion of the many issues related to homosexual, bisexual, and transgender education. The inclusion of both adult and children's opinions and experiences builds a picture of homophobia in society and schools. This book emphasises the importance of addressing homophobia in schools. It is a valuable resource for teaching sexuality education, and an information source for all teachers. Parents would also find this book useful in developing their understanding of homophobia and the problems faced by young people who identify as homosexual. This book provides clarity and promotes understanding of the many sensitive issues around homosexuality. K. Proctor

USER LEVEL: Community Professional
Paper $20.00 Feminist Bookshop   SCIS 968883

Narrative therapy and community work: a conference collection

Dulwich Centre, 1999
ISBN 0958667888   [361]

A collection of well written and sometimes deeply moving stories from these conference participants gives insight into how narrative therapy principles can be applied in traditional therapeutic relationships, and in a wide variety of community situations. These personal stories provide understanding of, and a different way of looking at, issues including drug abuse, harassment and discrimination, domestic violence, child protection, mental illness, and living with HIV. A succinct reference list refers readers to a small number of related publications relevant to each personal story. The book will be most useful to those trained in narrative therapy techniques, but it is also accessible to school counsellors and teachers. It is a useful resource for these aspects of the PDHPE curriculum, and for the counselling process. R. Stonehouse

USER LEVEL: Professional
Paper $20.00 Feminist Bookshop   SCIS 980526

CLARK, Imogen

Saving Jessie: a mother's moving story of her daughter's moving battle with heroin

Doubleday, 1999
ISBN 1864710020   [362.29386]

Set in Canberra and Sydney, this book is a factual account of a mother dealing with her daughter's heroin addiction. It is a recount of actual events, rather than a book which purports to be self help in style. The book details the impact of heroin dependency on an entire family, and walks the reader through their experiences. It offers valuable insights into a variety of government and non government agencies working in the area of drug dependency. Unlike some books written as a personal telling on this topic, the book does not indulge in condescending advice on how to bring up children. A glossary of terms and contact details of support services in each state is provided. J. MacDonald

USER LEVEL: Community Professional
KLA: PDHPE
Paper $18.95   SCIS 968105

Once upon a time: narrative therapy with children and their families

/ edited by Alice Morgan. Dulwich Centre, 1999
ISBN 0958667861   [362.7]

School counsellors and K-6 teachers interested in how children can reconstruct meanings to solve problems in their lives will find this collection of papers illuminating. The question, "How can we reach out to children and invite them into therapeutic conversations?" is addressed in creative ways throughout this excellent manual. A range of therapists describe how they respectfully consult children about problems such as severe oppositional behaviour, the effects of violence, elective mutism, homophobia, responsibility issues following sexual abuse, and dealing with the death of a child or parent. These practical stories demonstrate how narrative therapy can be used to assist children to make useful and lasting changes. M. Hadfield

USER LEVEL: Professional
Paper $35.00 Feminist Bookshop   SCIS 980539

Challenging silence: innovative responses to sexual and domestic violence

/ edited by Jan Breckenridge & Lesley Laing. Allen & Unwin, 1999
(Studies in society)
ISBN 1864487259   [364.150994]

A compilation of articles from respected health, welfare and legal professionals, this publication provides information on current Australian research and practice around child abuse, sexual abuse and domestic violence. Contributors to one section address processes that inhibit authentic response to the prevalence and impact of sexual abuse and domestic violence. The book details innovative and successful intervention practices used with children, adolescents, and adults from diverse backgrounds. Information would be of particular use to district school counsellors, teachers and consultants in student welfare, special education and equity programs, who embrace an inter-agency approach to child protection. This is an excellent resource, embedded with sound research and exemplary practices. K. Tweddle

USER LEVEL: Professional
Paper $35.00   SCIS 984601

DAWSON, W. Robert

Extensions to Bloom's taxonomy of educational objectives

Putney, 1998
ISBN 0646366971   [370.1]

Teachers familiar with the cognitive domain of *Bloom's taxonomy* of educational objectives will welcome the challenge presented by the additional domains proposed in this extended taxonomy. Dawson extends the cognitive and the provisional psychomotor domains subscribed by Bloom et al, and also adds non cognitive domains such as aesthetic, creativity, ingenuity and his own provisional detection stages. The new taxonomy provides specific identifiable educational learning outcomes at all levels of the curriculum. Aesthetic and creativity objectives described by Dawson are already firmly established in curriculum areas such as Creative Arts and English. Psychomotor objectives relate well to vocational trade courses. This is a self published, personal presentation of an evolving theory of education. E. Maxwell

USER LEVEL: Professional
Paper $8.00 plus postage, Putney Publishing
Fax 02 9809 1531   SCIS 985197

Failing boys?: issues in gender and achievement

/ edited by Debbie Epstein and others. Open University Press, 1998
ISBN 0355202381   [371.82]

Boys' underachievement at school has been a topic for much debate. This is often misleading and tends to group all boys together as disadvantaged. This resource provides a comprehensive theoretical basis to inform this debate, and asks which boys are underachieving, at what times, and in which contexts. The intersections of masculinity, culture and class are explored, and the complexities of the issues are identified. Popular notions about boys' disengagement with schooling are challenged. The case study approach is helpful in relating theory to the school context. Schools that have identified these issues as relevant and wish to develop their understandings of gender as an educational issue will find this resource most useful. J. Barker

USER LEVEL: Professional
Paper $45.00   SCIS 968677

HODSON, Derek

Teaching and learning in science: towards a personalized approach

Open University Press, 1998
ISBN 0335201156   [507]

For the classroom teacher considering further study in science education, this book provides a good starting point for engaging with past and present theories on teaching and learning practice in science. The author critiques some of these theories to argue for better targeted intervention by the teacher in classroom activities, and provides a model based on the personal frameworks of both the teacher and student. Exploring and developing personal understanding is discussed in terms of practical work and language. Those teachers already incorporating novel or innovative practices in their classroom strategies will be familiar with most of the material in this book. R. Connor

USER LEVEL: Professional
Paper $45.00   SCIS 971064

SCUTTER, Heather

Displaced fictions: contemporary Australian books for teenagers and young adults

Melbourne University Press, 1999
ISBN 0522848133   [A823]

Scutter maintains that writing for young adults is a sacred cow, and that young people are not well served in Australia by a children's literature community that believes the genre is too valuable to criticise. She advances the view that what criticism does exist is prompted by an emotional rather than intellectual response to individual works. She believes it is imperative that texts are subject to rigorous deconstruction and criticism, and that young people learn to bring a healthy scepticism and a critical mind to their books. A number of well known titles are subjected to such critical scrutiny, making this a provocative and valuable resource for English teachers. The style is entertaining, readable, and often humorous. M. Lobban

USER LEVEL: Stage 6 Community Professional
KLA: English
Paper $29.95   SCIS 973570

Who reviews?

Reviewers for Scan and the DET Web site are selected from teachers and teacher-librarians across the state.

Internet reviewers for this issue were:

Karen Anstis, Open High

Ian Biddle, Jamison High

Carolyn Burden, Blairmont Primary

Gayle Cale, Engadine West Primary

Natalie Cooper, Cobbitty Primary

Kate Dally, Punchbowl Boys' High

Greg Donaldson, Westport Technology High/TILT

Chris Dorbis, Project Officer, Internat. Civics & Citizenship

Karen Heap, Muirfield Technology High

Heather Gardiner, Literacy Consultant

Bob Lees, SEO1, PDHPE

Suzanne Leslie, Lindfield Primary

Sylvia Luebke, Cheltenham High

Craig Maher, PDHPE Consultant

Elizabeth Maxwell, Cherrybrook Technology High

Rosemary McDowall, Project Officer, TILT

Judy Morgan, Sefton High

Kanitha Nowacki, Open High School

Nigel Paull, South Grafton Primary

Jenny Scheffers, Merrylands East Primary

Wendy Smith, Tamworth Primary

Simon Taylor, Wakool Primary

Peter Thompson, Bossley Park High

Ruth Thompson, Bossley Park High

Anthony Whyte, Westport Technology High

Sherida Zivanovic, Technology Adviser

Other resource reviewers for this issue were:

Kristin Ashley, Visual Arts, Newcastle High

Ian Balcomb, State Coordinator Disadvantaged Schools Program

Julie Barker, Project Officer, Gender Equity

Michael Bate, Northmead High

Kathy Bear, HT PDHPE, Woolgoolga High

Carla Bertram, HT Home Economics, Greystanes High

Jill Buckley, SEO1, Training & Development

Nell Chaffey, Tamworth Primary

Katharine Chauncy, Sutton Forest Primary

Rick Connor, Newtown High School of Performing Arts

Lyn Crofts, SEO 1, Drug Education

Chris Dorbis, Project Officer, Internat. Civics & Citizenship

Diana Doust, STLD, Lismore High

Jan Eade, Turramurra North Primary

Julie Fenech, Mathematics Consultant

Colleen Foley, SCIS Review Coordinator

Heather Gardiner, Literacy Consultant

Marilyn Hadfield, Project Officer, Personal Safety, PDHPE

Marion Hamlyn, Wollongong High

Jan Hancock, ET, Penshurst West Primary

Karen Heap, Science/TAS, Muirfield Technology High

Maria Hill, North Sydney Boys' High

Bronwyn Hull, Goulburn High

Sally Humphrey, Wollongong University

Lynette Hunter, Mathematics Consultant

Penny Hutton, SEO2, Middle Years/Literacy

Suzanne Leslie, Lindfield Primary

Marjorie Lobban, Chatswood High School

Daniel Low, TAS, Epping Boys' High

John MacDonald, Drug Education Consultant

Craig Maher, PDHPE Consultant

Alexandra Mandel, Literacy Consultant

Elizabeth Maxwell, Cherrybrook Technology High

Ian McLean, *Scan* editor

Catharina Patterson, SEO2, Middle Years/Literacy

Graham Penn, Bankstown Primary

Frances Plummer, SEO2, Training & Development

Kim Proctor, PDHPE Consultant

Jenny Quirk, Turramurra Primary

Sally Rasaiah, Balgowlah North Primary

Janelle Redfern, Food Technology, Karabar High

Beverley Richardson, teacher-librarian/literature specialist

Barbara Roberts, Yamba Primary

Sandra Robinson, University of Sydney

Cathy Sly, English/Drama, Barrenjoey High

Wendy Smith, Tamworth Primary

Bill Spence, SEO2, English

Graham Spindler, Parliamentary Education Liaison Officer

Roger Stonehouse, Coordinator, Student Counselling & Welfare

Jeni Stratford, Literacy Consultant

Kerrie Tweddle, Student Services & Equity, Wagga Wagga DO

Laurence Ward, DP, Carlton Primary

Kerrie Wratten, DP, Granville South High