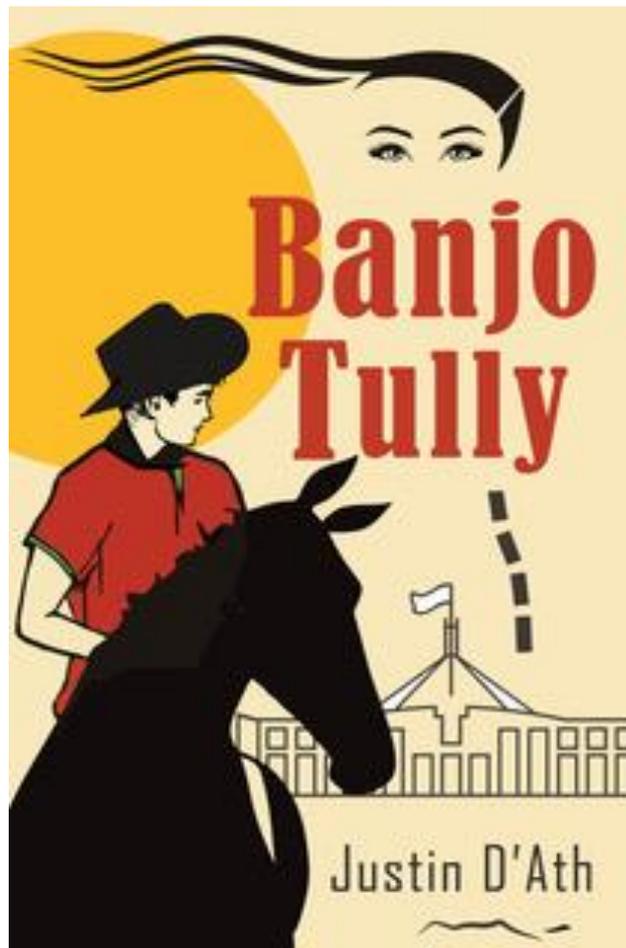


TEACHER'S RESOURCES

Banjo Tully

By Justin D'Ath



fordstreetpublishing.com

SYNOPSIS

Banjo Tully hasn't ever given much thought to climate change. But when he meets self-described 'conservation nut' Mai Le – after the worst drought in living memory puts his future in jeopardy – Banjo sets out an 800-kilometre solo horse ride to Canberra to attend the Climate Emergency Summit.

FEATURES OF *BANJO TULLY*

- Language accessible for students at a range of literacy ability
- Plot progresses in chronological order to support students with lower comprehension ability
- Engaging plot which will appeal to a broad range of students
- Clear links to a real-world issues which enable deep discussion
- A multi-faceted message which enables analysis at a range of levels from remediation to extension
- Set in Australia, supporting students' cognitive connections in Australian schools.

ABOUT THE AUTHOR

Justin D'Ath lives in Queenscliff, Victoria. He has written 50+ books for children and young adults. His Extreme Adventure series has sold half a million copies and has been made into a popular TV series. Justin has twice been short-listed in the Victorian Premier's Awards, has written six CBC Notable Books and gained numerous YABBA/Koala nominations.

LEARNING SEQUENCE

A LEARNING SEQUENCE FOR YEARS 5-8 ENGLISH

OVERARCHING LEARNING INTENTIONS

We are learning to provide evidence for an analysis of the author's message and craft.

RATIONALE

This learning sequence scaffolds students to develop a thorough understanding of the message of a text and how it is delivered, and then use evidence when discussing their perspective. The demonstration of understanding at the completion of a unit is a text response essay, and all of the lessons build up to the creation of this essay.

Links to the Australian Curriculum F-10 are provided to support teachers in their planning and reporting.

PRIOR LEARNING

This learning sequence can be implemented at any stage in from Years 5-8. Prior knowledge of climate change, droughts, and crowd-funding are useful but not required. If students are not familiar with these concepts, additional time should be allowed to discuss them at the corresponding points of the text.

The text response essay at the completion of this unit is scaffolded throughout the unit, and no prior experience in this genre of writing is required.

CROSS-CURRICULAR LINKS

Cross-curricular links can be made with students studying the concepts of drought, climate change, indigenous studies, and animal rights. These all provide opportunities for making connections to the text, and other studies adding to students' understanding of *Banjo Tully* and vice versa.

DIFFERENTIATION

Differentiation can be achieved through adjusting the content, process or product.

- The content can be adjusted by sharing reading in a small group, by providing access to read-aloud technology, or by providing opportunities for students to respond to the text verbally where appropriate, utilising technology such as speech-to-text or education support staff.
- The process can be adjusted by breaking the reading down into chapters which are discussed to confirm meaning and address any questions or misconceptions students have at the end of each chapter. Alternately, reading the book can be supported by 'frontloading' the students' knowledge prior to reading each chapter, telling each student what they are about to read and providing any necessary knowledge to support this.
- The product can be adjusted by allowing students to respond in a video essay, using speech-to-text technology, or by adapting the depth and length of response expected according to students' ability.

LEARNING ACTIVITIES

1. Literature and Context: Making connections
2. Examining Literature: The author's craft
3. Responding to Literature: Character analysis
4. Literature and Context: Author's message
5. Responding to Literature: Essay topic – Banjo Tully is a hero. Discuss.

Lesson 1 - Literature and Context: Making Connections

Learning Intention: We are learning to make connections with the text to improve our understanding.

Success Criteria:

- I can make a text-to-self connection with a character or event
- I can make a text-to-text connection with a character or event
- I can make a text-to-world connection with a character or event
- I can provide quotes from the text to support my connections

Curriculum Links: Australian Curriculum English, Literature and Context. See table below for further details.

Mini Lesson: Explain to students what connections with text are, and that they help us to understand by allowing us to put ourselves into the situation more thoroughly.

- Text-to-self connections involve personal experiences of the reader which have a similarity within the text, e.g., When Banjo was riding his horse, I had a connection with when I rode a horse.
- Text-to-text connections involve a connection with a character or event and a character or event from another book, e.g., When no one would sit next to Banjo on the bus, it reminded me of a show I saw where no one wanted to sit next to the unpopular person.
- Text-to-world connections involve a link to the real world, including news stories, e.g., I saw on the news about the drought in Queensland at the moment, which is like where Banjo lives.

Read aloud for a few pages and share connections, and then have students continue reading and noting their connections as they go, including the phrases in the book which sparked their thinking.

Reflection: Ask students to share their connections and how it helped them to understand the book better.

Lesson 2 – Examining Literature: Noticing the Author’s Craft

Learning Intention: We are learning to notice how the author helps us to engage with a story, also known as the author’s craft.

Success Criteria:

- I can find and name examples of the author helping me to engage in the text
- I can explain how these examples help me to engage in the text

Curriculum Links: Australian Curriculum English, Examining Literature. See table below for further details.

Mini Lesson: Explain that authors use various techniques to help the audience to understand their message and be interested in what they are reading. Share part of the book which everyone has read, and notice as a class what features the author has used to engage the audience. Create an anchor chart to assist students as they progress. Select the features based on the needs of students, but these may include alliteration, personification, metaphor, symbolism, or foreshadowing, to name a few.

Have students continue reading while noting examples of the author engaging their interest, using the sentence structure, “When the author wrote It was an example of ... which made me think/feel ...”

Reflection: Have students share examples of the author’s craft which they noticed, how it impacted them, and how they might use this in their writing.

Lesson 3 – Responding to Literature: Character Analysis

Learning Intention: We are analysing how characters develop throughout a text

Success Criteria:

- I can give examples of a character’s personality as demonstrated by their actions, words, or description
- I can explain how a character develop throughout a text
- I can explain what makes the character develop throughout the text
- I can give evidence to support my ideas
- I can explain why the author chose to develop the character this way

Curriculum Links: Australian Curriculum English, Responding to Literature. See table below for further details.

Mini Lesson: Ideally starting from a point from at least Chapter 122, ask students to contribute examples of Banjo’s character traits with evidence from the text. Make a list of these, including page numbers on which they occur.

Look at examples of Banjo’s character traits and determine if there are any examples which contradict what he might do at a different stage of the story, e.g., In Chapter 1, Banjo tells the Year 10 girls that he’s protesting because he is willing to share that he feels indignant about the inequity of Ride to School Day. However, in Chapter 4 he tells Tuan Le that he’s decided to take the day off school because he has found out that Milly is being sold, making him realise that there are bigger inequities to deal with but he is not yet ready to share.

Have students continue reading, contributing evidence of Banjo’s character to a class list (possibly online). As an extension, some students could contribute to character development evidence for other characters, especially Banjo’s parents and Mai Le.

Reflection: Ask students to think about why characters develop throughout a story? What is the author's purpose in this? Why did he not just introduce Banjo as a character who feels passionate about climate change?

Lesson 4 – Literature and Context: Author's Message

Note: The book should ideally have been completely read by the whole class before this lesson.

Learning Intention: We are determining the author's message or moral of the story

Success Criteria:

- I can explain what 'the author's message' means
- I can explain what the author's message is with evidence from the text
- I can explain my opinion about the author's message with evidence
- I can think about including a message or moral in my own writing

Curriculum Links: Australian Curriculum English, Literature and Context. See table below for further details.

Mini Lesson: Briefly tell the story of the Tortoise and the Hare, and ask students to think about the moral of the story. Explain that authors often have a message or a moral which they include in the story, and that their main purpose is to entertain, but they also aim to inform and persuade us at the same time. *Banjo Tully* is an example of one of these texts.

Ask students to identify examples of how the author has persuaded, informed or entertained them. What do they think the author's message is?

Reflection: Discuss as a class what you collectively think the author's message is. There may be more than one example depending on perspective, and this is acceptable if it message has been justified in a way which has convinced other students.

Lesson 5 – Responding to Literature: Essay topic 'Banjo Tully is a hero. Discuss.'

Note: The book should ideally have been completely read by the whole class before this lesson. This may take longer than one lesson if students have not previously written text responses. Each section of the text response essay may be unpacked as separate lessons for groups or the whole class if need be, or the essay can be assigned as homework if appropriate for your context.

Learning Intention: We are learning to respond to texts.

Success Criteria:

- I can explain a logical structure for a text response essay
- I can write a plan which includes an introduction, body paragraphs with topic sentences, and a conclusion.
- I can write a text response which includes an introduction, body paragraphs with topic sentences, and a conclusion
- I can review my writing, reflecting on what I have done well and what I can improve on

Curriculum Links: Australian Curriculum English, Responding to Literature. See table below for further details.

Mini Lesson: Introduce the topic 'Banjo Tully is a hero. Discuss.' Discuss this idea as a group, including evidence which supports the thesis that he is a hero as well as counterevidence. Explain that this is the topic of their text response essay, and unpack the structure as required for students' experience. Consider providing a template for planning if students are new to text response essays.

Thinking about previous learning from studying of *Banjo Tully*, have students consider potential topics of the body paragraphs and display these in a manner accessible to the class.

Have students consider their own personal opinion to the prompt, and write their plan with this in mind. Use the plan as the basis to create a text response essay.

Reflection: Have students reflect on their planning or writing so far, and identify what they are doing well and what they can improve on. Have them set a goal about what they will improve on in the future.

When all text response essays are completed, have students share their work and think about other students' opinions and interpretations, and how they differ to yours.

AUSTRALIAN CURRICULUM LINKS

English – Literature Strand

Literature and Context:

Year 5	<ul style="list-style-type: none"> Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608 - Scootle)
Year 6	<ul style="list-style-type: none"> Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613 - Scootle)
Year 7	<ul style="list-style-type: none"> Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619 - Scootle)
Year 8	<ul style="list-style-type: none"> Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626 - Scootle) Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806 - Scootle)

Responding to Literature:

Year 5	<ul style="list-style-type: none"> Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609 - Scootle) Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795 - Scootle)
Year 6	<ul style="list-style-type: none"> Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614 - Scootle) Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615 - Scootle)
Year 7	<ul style="list-style-type: none"> Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620 - Scootle) Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621 - Scootle)

	<ul style="list-style-type: none"> • Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803 - Scootle)
Year 8	<ul style="list-style-type: none"> • Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627 - Scootle) • Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628 - Scootle) • Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807 - Scootle)

Examining Literature:

Year 5	<ul style="list-style-type: none"> • Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610 - Scootle) • Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611 - Scootle)
Year 6	<ul style="list-style-type: none"> • Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616 - Scootle) • Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617 - Scootle)
Year 7	<ul style="list-style-type: none"> • Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622 - Scootle) • Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623 - Scootle)
Year 8	<ul style="list-style-type: none"> • Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629 - Scootle) • Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630 - Scootle) • Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767 - Scootle)