



## When Harry Went to India

*Susan Sickert and Harry Watson*

### Sample Four-week Program – Year 8 English

*All assessment is done with the ESL/D Progress Maps\*.*

Week	Text focus	Outcomes	Teaching and Learning	Assessment
1	Information text:  <u><i>When Harry Went to India</i></u>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Contextual understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Display a number of travel commentary books and discuss purpose and audience.</li> <li>• Front cover: View images. Who is Harry? How do elephants relate to the title? What does the shape of the inset title signify? What can be seen in the background motifs? (camels, elephants, religious icons, traditional dress)</li> <li>• Relate back to Harry – Who might he be? What might he find in India? Why do you think he is in India?</li> <li>• Flick through: What do you think India could be like? “Say something” regarding * people * animals * transport *jobs * daily life * buildings <i>(Think, pair, share)</i></li> <li>• Look at maps on inside cover – Harry is from Jarlmadangah, a small Aboriginal community in the Kimberley region of Western Australia. How long would it take Harry to get from Perth to Calcutta (Kolkata)?</li> <li>• Read with students to end of page 8. Complete <b>comprehension</b></li> </ul>	<p style="text-align: center;">Assessment of reading, writing and viewing is done with the ESL/D Progress Maps</p> <p style="text-align: center;">All reading activities can be used for formal assessment of both Reading and Writing.</p> <p style="text-align: center;"><i>Note: Activities are highlighted in bold in the teaching and learning column.</i></p> <p style="text-align: right;">* The ESL/ESD Progress Map is an integrated teaching, monitoring and assessment support resource that can be used with ESL/ESD students from K-10. The map applies to the learning of English as a Second Language/Dialect in all learning areas and across all curriculum contexts. Source: <a href="http://www.det.wa.edu.au/curriculumsupport/eald/detcms/navigation/assessment-and-reporting/esl-esd-progress-map/">http://www.det.wa.edu.au/curriculumsupport/eald/detcms/navigation/assessment-and-reporting/esl-esd-progress-map/</a></p>

			<p><b>questions</b> (can be done with sentence jigsaws)</p> <ul style="list-style-type: none"> <li>• Page 8: Photo discussion: <b>plus, minus, interesting</b></li> <li>• Read page 9 – Harry tells us three things he was thinking about. Provide the statements and students put them in order.</li> <li>• Point of view – Harry says that one of these things reminded him of his own people. <b>Which one and why? – extended answer.</b></li> <li>• Students write <b>personal response</b> to photo on page 9</li> <li>• Read page 10. Explicit teaching about politics of begging.</li> <li>• <b>Students write to topic for five minutes.</b></li> <li>• Read up to end of pg 12. Highlight activities that take place at the ghats.</li> <li>• Harry sees a body floating by in the Ganges – <b>T-chart</b> comparing how respect for the dead is shown at home and in India.</li> </ul>	
2			<ul style="list-style-type: none"> <li>• Pages 18 and 19 – The way people lived at Pushkar reminded Harry of several things about his own background. Complete <b>retrieval chart</b> then <b>compose compound and complex sentences comparing and contrasting the two places.</b></li> <li>• Page 22 – Discrimination of caste. Explicit teaching about caste system. Discussion and <b>questioning at inferential and evaluative levels.</b></li> <li>• Page 30 – Marriage. Students compare marriage rituals between India and in Harry’s culture. <b>Write sentences comparing the rituals</b> – focus on <b>structuring complex sentences.</b></li> <li>• Page 32 focus words: arid, desolate, empty Look at a population map and talk about population density</li> </ul>	



			<ul style="list-style-type: none"><li>• Page 34 - Jaipur – Harry remarks that he saw Indian people make use of many things we just throw away. Why don't they use new things as we do?</li><li>• Once reading has finished – students trace the journey Harry took on a map provided. <b>Write a sentence about each city, and reference it with a page number.</b></li></ul>	
3 – 4 overlap			<ul style="list-style-type: none"><li>• Spotto – independent reading to review text</li><li>• <b>Book review</b> using writing framework.</li></ul>	



## Year 8 Content Descriptions from the Australian Curriculum

### **Language:**

#### *Expressing and developing ideas:*

- Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)
- Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)

### **Literature:**

#### *Literature and context:*

- 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)
- Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)

#### *Responding to literature:*

- Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)
- 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)
- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)

#### *Creating literature:*

- Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)
- Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)

### **Literacy:**

#### *Interpreting, analysing, evaluating:*

- Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)
- Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)
- Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)

#### *Creating texts:*

- Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)

## When Harry Went to India: Functional Literacy\* Overview

Theme: Transactional texts	Topic: Travel commentary: When Harry Went to India
<p><b>Language Objectives</b></p> <p><b>Genre</b></p> <ul style="list-style-type: none"> <li>• Read a transactional text</li> <li>• Respond to ideas using speaking and writing in SAE</li> <li>• Understand the cultural context in which the travel commentary sits</li> </ul> <p><b>Field</b></p> <ul style="list-style-type: none"> <li>• Display and discuss a range of books that commentate travel – stress point of view</li> <li>• Provide familiarisation with content and ideas by including a cover analysis, a flick through, and before reading discussion about India</li> <li>• Throughout reading ensure pauses to contextualise new information and construct comparisons</li> <li>• Look at differences between Watson’s commentary and that of Sickert’s. Watson’s personal use of language to describe experience – related to feelings, thoughts and connections. Sickert’s use of anecdote and re-tell.</li> </ul> <p><b>Tenor</b></p> <ul style="list-style-type: none"> <li>• Reinforce concept of tenor and use card sort to distinguish between informal and formal language, take note of the tenor used by Watson and Sickert (difference)</li> <li>• Use language games to show the difference between objective and subjective writing and speaking</li> </ul> <p><b>Mode</b></p> <ul style="list-style-type: none"> <li>• Reinforce mode continuum and have students decide where, on the continuum, this text sits and why</li> <li>• During modelled, guided and independent summary reading, have students review use of nouns, adjectives and verbs appropriate to a text that needs to be both objective and descriptive.</li> </ul> <p><b>Skills development</b></p> <ul style="list-style-type: none"> <li>• Building sense of context</li> <li>• Making links with text in order to understand it better</li> <li>• Using a text to locate information</li> <li>• Three levels of questioning</li> <li>• Independent written responses</li> <li>• Develop complex sentence writing</li> </ul>	<p><b>Activities</b></p> <p><i>Building the field</i></p> <ul style="list-style-type: none"> <li>• Discuss reasons for travel – why do people travel for leisure?</li> <li>• Use images to help build context for reading</li> <li>• Identify the purpose of travel commentary</li> </ul> <p><i>Modelling and deconstruction</i></p> <ul style="list-style-type: none"> <li>• Reading and scanning for information is modelled using ‘read alouds’</li> <li>• Writing notes, and writing using notes is modelled, shared and guided towards independence</li> <li>• Model use of tenor</li> <li>• Use activities such as word sorts and sentence jigsaws as part of teaching and learning cycle</li> </ul> <p><i>Joint Construction</i></p> <ul style="list-style-type: none"> <li>• Key word banks used prior to independent writing</li> <li>• Reading is modelled, shared and guided towards independence</li> <li>• Students contribute to decisions made about contrasts and comparisons</li> </ul> <p><i>Independent construction</i></p> <ul style="list-style-type: none"> <li>• Independent written responses following modelled, shared and guided work</li> <li>• Independent book review following modelled, shared and guided work</li> <li>• Independent reading following modelled, shared and guided reading</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• All written work will be used to make judgements about writing and reading</li> <li>• Book review</li> </ul> <p style="font-size: small;">* For more information on the functional language model, see: <a href="http://www.petaa.edu.au/docs/pens-eus-and-petaa-papers-full-text/095f.pdf?sfvrsn=0">http://www.petaa.edu.au/docs/pens-eus-and-petaa-papers-full-text/095f.pdf?sfvrsn=0</a></p>



## Outcome: Reading: When Harry Went to India

Assessment: <i>Reading Responses</i>				
	✓✓	✓	-	Comments
Did the student write responses to 3 levels of comprehension questions?				
Did the student complete the construction and writing of complex sentences?				
Did the student use graphic organisers to organise information that was being compared?				
Did the student write a personal response to a photograph?				
Did the student write independent responses to the review questions?				
Did the student mark the journey on the map accurately?				



## Travel Book Retrieval Chart

	<b>Broome and the Pearl Coast</b>	<b>Gallipoli: The Battlefield Guide</b>	<b>Aboriginal Australia</b>	<b>Discover Western Australia</b>	<b>Amazing Journeys</b>	<b>Jimmy and Pat go to China</b>	<b>North of Capricorn</b>	<b>Insight Guide: Thailand</b>
<i>Maps</i>								
<i>Photos</i>								
<i>Fiction</i>								
<i>Descriptions</i>								
<i>Facts</i>								
<i>People</i>								
<i>Animals</i>								
<i>Places</i>								
<i>Sport</i>								
<i>History</i>								
<i>Tells you how to get there and what to do</i>								
<i>Tells you what the author saw there and what they did</i>								



## Comprehension

Page 8

**Literal Comprehension:** You can find the answer right there in the text.

*Harry, Cas and Susan saw many things happening on their first morning in Kolkata.  
Read page 8 carefully and answer the following questions.*

1. What jobs did they see people doing?
2. Where did they see some people sleeping?
3. Where did some people wash themselves?
4. Why are some people so poor?

**Evaluative Comprehension:** Write down what you think.

*Look at the picture on page 8 carefully. What do you like? What causes you concern? What is interesting to you?*

*Complete this Plus, Minus, Interesting chart. Add more rows if you have more to write.*

<b>Plus</b> <i>What do you like?</i>	<b>Minus</b> <i>What causes you concern?</i>	<b>Interesting</b> <i>What is interesting to you?</i>





## Sentence Jigsaws

People were doing jobs such as selling socks,

shirts, plastic flowers, shoes, toys

and boiled eggs. Some people were mending

plastic buckets. Boys were shining shoes and men were

writing letters for other people. Women were selling vegetables

and some were sorting and collecting rubbish.

They saw some people sleeping on the footpaths.

They saw some people washing themselves under taps at the side of the road.

Some people are so poor because there is no unemployment benefit in India.

Many people move from the countryside into the city to find work. If they

don't find work they end up living on the streets.



## Comprehension

Page 9

**Inferential Comprehension:** You need to think about what the words mean.

Read this part of page 9 again, carefully. Harry is thinking about quite a few things. These things are written at the bottom of the page. Put these in order in the middle column. What are the key words in the text that tell you about Harry's opinions?

<p><u>Like those little kids we saw in the gateway lying down like a couple of dogs.</u> Maybe their parents couldn't get them any cardboard or something for them to lie on. Maybe they had no parents. <u>I often saw people carry cardboard and newspaper around like my people carry their swags.</u> There were so many people in the cities that I wondered how they lived. <u>They were always on the go. They were go, go, go all day long.</u> They were sweeping all the streets and <u>it surprised me that this big city, with millions of people walking around it, was always clean in the mornings. I was amazed by how the people worked together.</u></p>		key word/s
		key word/s
		key word/s
		key word/s

- *People in India value their work and the place they live.*
- *Indian people are not lazy.*
- *There is a similarity between these people and Harry's people.*
- *It is sad and wrong for children to have to live that way.*



## Comprehension

Page 12

**Literal Comprehension:** The answer is right there on the page.

After reading about the ghats, use your highlighter to show what activities take place there.

get work done on your car

play cricket

go fishing

get married

get a shave

bury a family member

learn school lessons

be cremated

have a massage

climb a tree

watch TV

buy flowers

plant a garden

go for a swim

play basketball



## Retrieval Chart

Pages 18, 19, 20

Harry sees quite a few similarities between Pushkar and Jarlmadangah, especially Jarlmadangah in the old days. There are also some differences. Put a tick in the correct column for each feature.

<b>Feature</b>	<b>Pushkar</b>	<b>Jarlmadangah</b>
<i>people sleep in bough sheds or in the open</i>		
<i>people sleep in tents</i>		
<i>people discuss business in a circle</i>		
<i>people make fire with cow dung</i>		
<i>there is plenty of firewood to make fires</i>		
<i>people carry loads on their heads</i>		
<i>women and men meet separately</i>		

In Pushkar, people \_\_\_\_\_ but in Jarlmadangah they

\_\_\_\_\_.

In Jarlmadangah, there is \_\_\_\_\_ but in Pushkar people

\_\_\_\_\_.

In Jarlmadangah and Pushkar, people \_\_\_\_\_, \_\_\_\_\_ and

\_\_\_\_\_.

## Compound and Complex Sentences

In India, a boy or girl is promised in marriage to someone their parents have chosen

and

they have no choice.

This is what used to happen at Jarlmadangah

but

it still happens in India.

In Harry's law a man who was the leader had a wife from each language group

because

he represented all the groups

and

he had to keep the groups together.



Harry's mob doesn't have this marriage law now

and because

of the grog, people marry the wrong way.