

Jack and the Pelican

by Janeen Brian | illustrated by Greg Holfeld

Outcomes

EN3-7C

- Understand and apply knowledge of language forms and features
- understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

EN3-5B

- Respond to and compose texts recognise the techniques used by writers to position a reader and influence their point of view

EN3-8D

- Engage personally with texts recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)

English Textual Concepts – [Perspective](#) and [Point of View](#)

Learning activities

Connecting to the text

Think about a time when you have seen a hurt animal. How was the animal hurt? Was this caused by something a person or organisation had done? How did you respond? Use these questions as a class discussion and ask the students how they could represent this response.

Thought experiment

This is an activity where a scenario is provided that connects the listener and then asks a question for the students to respond to and discuss. The idea is that there is no single right answer as students should be able to use their argument skills to explain their reasoning.

Start this activity by creating an advantage and disadvantage table on the possible responses before you ask the question after the scenario.

Scenario - Ask students to close their eyes and visualise themselves in this scenario:

You are on holidays at the beach, walking along the sand looking at shells and seaweed that have washed up with the pounding waves. You smell the salt and seaweed and look out at the sea where you can see some rocks that have seaweed clinging to them. As you focus on the writhing seaweed, you see a small black-and-white penguin moving awkwardly. The penguin lifts its head and looks towards you. It starts to move, but with one of its wings kept away from his body. It slowly makes its way towards you, but not smoothly. It seems that for every move forward, it also moves sideways. You can hear its cries and feel the rain start. As it gets closer you can see an object in its wing.

Ask students to open their eyes and read the question on the board/screen. What is in the wing? How did it get there? What will happen to the penguin?

Put students into small groups and ask each group to discuss a resolution to this: is it our responsibility to look after wildlife? Propose a for and against argument—on a wiki or on paper.

Perspective

Present the two perspectives of the pelican in the story: Jack's and Crocker's. How does Jack feel about pelicans? How would a fisherman feel about pelicans?

Art activity: Students use an A3 sheet folded in half to represent the feelings of Jack on one side and the feelings of Crocker on the other.

Related text

Storm Boy by Colin Thiele is a story about a boy and a pelican. Watch the trailer for the [1976 film of the book](#) and then compare this to [the current trailer for the 2019 version](#). What points of view do both films use? [Teacher info: the 2019 film uses the boy's perspective from his POV as an old man]. Do you think the author of 'Jack and the Pelican' used any ideas from *Storm Boy*?

Activity: Students write the story of 'Jack and the Pelican' from the point of view of the pelican.

Colloquialisms

Some of the colloquialisms used tend to be generational—e.g. 'You'll be too tall for those britches of yours!' What other colloquialisms are used? Brainstorm a list using mind map software (such as bubbl us) with the class. Ask students to develop their own mind map of sayings or colloquialisms that they could use in their writing. For each entry they need to add a descriptive image.

Resources

Storm Boy by Colin Thiele

Storm Boy trailers of the [1976](#) and [2019](#) versions

[Lesson plans for Storm Boy](#)

Home by Jeannie Baker

Persephone, Queen of the Underworld

a play by Sue Murray based on a Greek myth | illustrated by Tohby Riddle

Outcomes

EN3-1A

- Respond to and compose texts plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1700, ACELY1710)

EN3-7C

- Engage personally with texts recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning

Learning activities

Greek myths

Introduce Greek myths to the students as stories told about the ancient Greek gods to help the ancient people understand their world. As the origins of the stories are shrouded in time, there are multiple versions of the stories. Select another version of the myth (listed in Resources) and read it or show it to the students. After a class reading of the play, discuss how the play has used specific techniques from drama to tell the story. What is different among the various versions?

Activity in groups

Students select a different Greek myth and create a short script based on the myth. Scripts are shared and the teacher decides which group should perform which script. An extension to this could be including stage directions for the actors or background visuals to the scene, shown on an image projected onto the whiteboard.

Themes

Is this myth about good vs evil? Or is it about love conquering all? Who are the goodies in this play? Who are the baddies?

Each student develops a one-slide presentation using PowerPoint, Keynote or Google Slides that shows what they think the main theme of the play is, without using any text.

Once these are finished, they can be presented for students to guess the theme.

Language affects the tone

In this play, the narrators provide the links and some humour in the presentation. Experiment with changing the language the narrators use. Can you make it more formal? Very Australian?

Give it an evil tone? Try it as a class. How does this change the readers' responses to the play?

Groups of students can perform the play for the class based on different language forms and styles used by the narrators. The class could vote for the best play and award The Persephone Prize to the winner.

Resources

The Myth of Four Seasons [youtube.com/watch?v=rnxdvWF8Mp4](https://www.youtube.com/watch?v=rnxdvWF8Mp4)

Demeter and her Daughter Persephone (note: you will need Flash)

myths.e2bn.org/mythsandlegends/playstory19837-demeter-and-her-daughter-persephone.html

The Reason for Seasons – Demeter & Persephone

greece.mrdonn.org/greekgods/demeter.html

Morning Camp

Poem by Barbara Bufi | illustrated by Matt Ottley

Learning activities

View the presentation of the poem on The School Magazine's YouTube channel:

[youtube.com/watch?v=Yv_r6YPDvQc](https://www.youtube.com/watch?v=Yv_r6YPDvQc)

Discuss how the language in this poem brings the bush to life. How does it do this? What do you think when you hear the words:

- First dawn calls sound
- Dry branches speak
- Thirsty drought
- Raucous feathered clouds
- Squabbling rainbows?

Use these words or phrases in a word cloud with an image behind each phrase representing the phrase. You may do this using any digital tool.