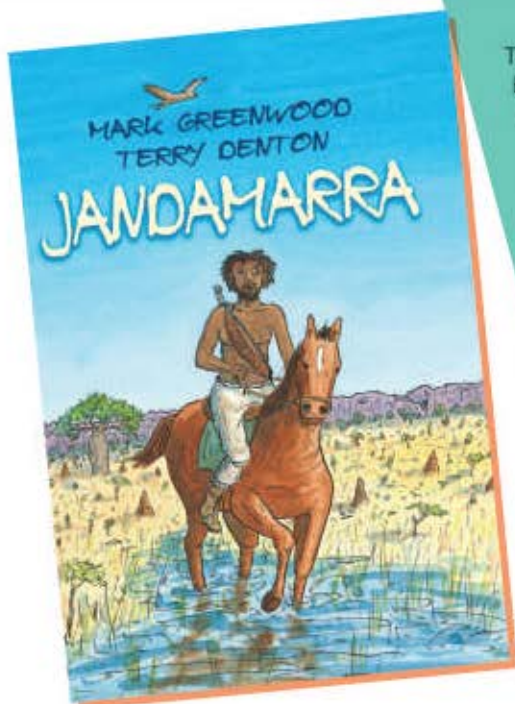


# FICTION STANDING ORDER



## FEATURED BOOK: **JANDAMARRA**

For information about our featured book, please visit our website: [australianstandingorders.com.au](http://australianstandingorders.com.au)

This month we have two graphic novels for older Primary readers. Both are just brilliant. **Jandamarra** is the story of the Indigenous warrior known as 'Pigeon', who led a long campaign to defend Aboriginal rights. Written by Mark Greenwood and illustrated by Terry Denton, this is a brilliant production, suitable for Mid to Upper Primary readers. It gives a unique insight into an extraordinary man and a tragic but important part of Australia's frontier history.

Publisher Jane Covernton (Working Title Press) describes **An Anzac Tale** as 'a truly original book which uses an emerging, popular format to look at a serious topic of Australian history. Its crisp text and highly illustrated style conveys a wealth of impeccably researched material, which has been overseen by the principal historian of the Australian War Memorial. A map, timeline and notes accompany the story.' I was enormously impressed with the meticulous detail and the work that has gone into this book. A great addition for your library's collection of books about Australia at war. Suitable for Mid to Upper Primary.

Another title about war is the latest addition to the **My Australian Story** series, **Gallipoli** by Alan Tucker. It's the diary of 14-year-old Victor March and how his life changes when he enlists and is sent to Gallipoli. Suitable for Mid to Upper Primary.

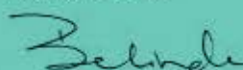
**Definitely No Ducks!** is charming. It's the sequel to **Duck for a Day**, which was shortlisted in last year's CBCA awards. (It can also be read as a stand-alone.) Max the class duck is in big trouble and Abby and Noah have to find a way to set things right before Max is banished forever. Suitable for Lower to Mid Primary.

**Jake's Cooking Craze** is a new title about the popular character, Jake. Inspired by a reality TV cooking show, Jake asks his Nan to help him learn to cook. The story is light and fluffy (pardon the pun...) and will appeal to aspiring young chefs (and terrible cooks, like me). Suitable for Mid Primary.

**The Queen and the Nobody Boy** by Barbara Else is a companion to the award-winning title, **The Travelling Restaurant** (a personal favourite). While it's set in the same world as **The Travelling Restaurant**, it features new characters and stands alone. (If you haven't read **The Travelling Restaurant**, you must, you must!) Suitable for Upper Primary, it's full of magic, whimsy and adventure.

This month, subscribers will find enclosed the 2013 compendium for filing the teacher notes you receive each month. There's also a sheet of 'study notes available' stickers. I hope you like the handsome new design.

Happy reading.



### SCIS

Don't forget that all ASO selections have been allocated SCIS numbers. These can be found on our website:

[www.australianstandingorders.com.au](http://www.australianstandingorders.com.au)

## COMING NEXT ISSUE

### **SUPER FINN**

– Leonie Agnew

### **RUNAWAYS**

– Sherryl Clark

### **MY HAPPY LIFE**

– Rose Lagercrantz and Eva Erikson

### **NELL'S FESTIVAL OF CRISP WINTER GLORIES**

– Glenda Millard  
and Stephen Michael King

### **LARRIKIN LANE (MATES)**

– Kate Darling and Ben Wood

### **LIGHT HORSE BOY**

– Dianne Wolfer and Brian Simmonds

### **SONG FOR A SCARLET RUNNER**

– Julie Hunt



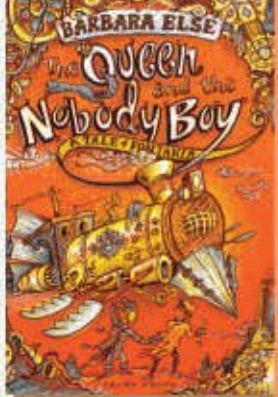
# THE QUEEN AND THE NOBODY BOY

BARBARA ELSE

Hodie is the unpaid odd-job boy at the Grand Palace in the Kingdom of Fontania. Fed-up, he decides to leave and better himself. The young Queen, 12-year-old Sibilla, is fed-up too. Sick of gossip about her lack of magical ability, she decides to run away with Hodie, whether he likes it or not. Their adventures take them right into the heart of enemy territory where they stumble upon not only a corrupt emperor and rebels, but also allies, lost family and friends, in the most unlikely places. They brave storms, wind-trains, enemy soldiers and poisonous toads. However, throughout it all, their and their allies' strength, determination and courage finally allow them to unravel the secrets of The Ties, save the dragon eagles, and help find their true positions and the elusive magic that the Kingdom of Fontania so desperately needs.

ISBN: 9781877579233

RRP: \$17.99



## TEACHER NOTES

- The book is full of dramatic, highly descriptive, suspense-filled action sequences, particularly chase and escape scenes, such as the escape from Um'Binnia (pp 231-239) and escaping the toad attack (pp 285-288). Choose an action sequence from the book. Study the language the author uses in the sequence and write a dramatic, suspense-filled action sequence of your own about something that has happened to you. Present your sequence in either a comic strip or a movie storyboard format.
- Hodie first sees the Um'Binnian crest on the side of a wind-train (p 70). Later, Allana tells him Emperor Prowdd'on invented the crest himself to show 'how wonderful he is, how regal and dazzling' (p 183). Do you think this symbol is an accurate representation of his true character? If not, what symbol would be? Research the history and meaning of crests. Draw the Um'Binnian crest, then design and draw a crest which represents one other character from the book. Create a crest for yourself and/or your school.
- The author uses personification to describe elements of nature, for example, 'The leaves of the forest grizzled at him. The wind slapped him in a bad temper' (p 297). Write a descriptive paragraph using personification about other forces of nature.
- The back cover blurb states that the book is about 'Hodie's Journey (In Five Parts All about Bad Choices)'. In groups, create a timeline of the main choices Hodie makes in the book. Discuss whether or not you think his choices were in fact bad and what the pros and cons of the choices he made were, based on the subsequent outcomes. Compare your thoughts with the other groups in your class. Do you agree/disagree with their findings? Why/why not?
- The book deals with the ability to believe in and to see magic. Divide into teams to debate the following statement from the book: 'Maybe magic was simply science that was still to be explained' (p 282).

# JAKE'S COOKING CRAZE

KEN SPILLMAN AND CHRIS NIXON (ILLUSTRATOR)

Jake has been watching the TV program JuniorChef and is soon gripped by a new-found passion for cooking. He convinces Nana to teach him how to make chocolate mousse and is impressed with his own first efforts in the kitchen. Jake decides cooking is definitely for him. Then there is an announcement at school. There is to be a cooking competition held at a nearby high school, and they need three representatives from each class to enter. Jake decides to put himself forward as a contestant, despite his dad's best efforts to persuade him that he might not yet be ready for the challenge. A moment of inspiration sees him select a prize ingredient from home to use as part of a recipe he finds on a chef's website. His dish is bound to be a crowd pleaser, he decides, although Dad is not so sure. When the moment for judging arrives, Jake is surprised by the reaction of the judges ...

ISBN: 9781922089106

RRP: \$10.99



## TEACHER NOTES

- NB:** It is best to begin work on this book with an important warning: snails from the garden should never be eaten raw and should never be eaten without proper preparation, as they are potentially fatal. Snails from gardens with snail baits and other chemicals should not be eaten at all.
- Recipe books are great fun to explore with young children. They can be used in a variety of ways in the classroom:
    - As an example of nonfiction writing.
    - As an easy-to-use index and table of contents which can provide practice in using alphabetical order and finding page numbers.
    - As an independent reading task for less confident older readers who do not yet have the skills to manage a fiction text independently.
  - Cooking is a great way to explore cultures. Ask the parents of your students if they would be willing to come in and talk to the children about the food from their own cultural heritage, and show a simple recipe being prepared.
  - Invite a chef from your local community to talk about cooking as a career. They can talk about the hours they have to work, what steps they had to take to become a chef and some of the positives and negatives of their career.
  - Snails, with their swirly, spirally shells, can form the basis of some fabulous artwork. Take close-up photos of snail shells using a digital camera and show these on the interactive whiteboard. Talk about the patterns, shapes and colours that you can see in the shells. Compare one shell with another to see if all snails have individual markings or if there are some similarities. Ask students to create their own piece of snail art. This could be a snail shell design, a map showing where a snail has moved through a garden, or a 'snail character' with a face and its own personality.



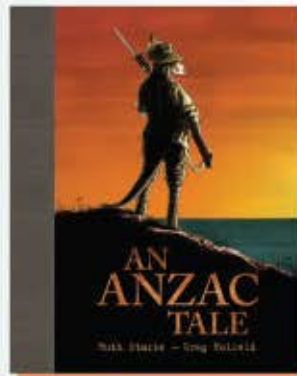
# AN ANZAC TALE

RUTH STARKE AND GREG HOLFELD (ILLUSTRATOR)

**An Anzac Tale** opens on a typical Australian farm in 1914 where our main characters, Wally and Roy, learn of Australia's involvement in the war in Europe. They are filled with excitement, dreaming of good pay and the chance to see the world. No-one expects the war to last long. Soon they are on a ship bound for Egypt, where they begin their training. At first it all seems like a bit of fun, but reality hits when they storm the beaches of Gallipoli and meet an enemy, not unskilled and small in numbers like they were led to believe, but well-prepared and formidable. Over the coming months, thousands will die at the hands of the enemy and from disease, in a campaign that is generally considered to have been a catastrophic failure. Wally and Roy represent the thousands of young men like them who gave their all to fight for the Empire, under conditions few of us could imagine. Their fight has become a legendary part of the Australian identity.

ISBN: 9781921504532

RRP: \$29.95



## TEACHER NOTES

- What are Roy and Wally's reasons for signing up to go to war? Why do they feel such a strong sense of duty to The Empire? If Britain went to war today, would Australians feel the same?
- Which do you think should be greater – a sense of duty to The Empire or to your family?
- Do the characters still feel this same sense of duty at the end of the story? How have their attitudes changed?
- Throughout the story, we are given intermittent views of life at home while the soldiers are fighting a world away. Reports in the papers were somewhat different from the reality of war (p 26). Why might this be? Would it have been right to misrepresent the situation in order to give the families at home some positive news? Could it be that no-one, not even the reporters, knew the reality of the situation? In this day and age of social media, how would the reports be different? Could the public be misled?
- On p 49, the soldiers come face-to-face with the enemy in the close quarters of the trenches. Why might this make it more difficult to fight? Is it easier to fight a faceless enemy?
- On p 36 we see the Australians trading with the Turkish. How is it possible to be fighting one day, and trading amiably the next?
- At the end of the story, Roy can't understand why anyone in the future would want to go back to Gallipoli. However, every year, thousands of young Australians and New Zealanders commemorate the battle on the anniversary of the Gallipoli landing. Why do you think this is? Why is the Gallipoli campaign still so important to Australians? Do you think people will still be visiting on Anzac Day in 100 years? Why/why not?
- Use <http://trove.nla.gov.au/newspaper?q> to find newspaper articles about the Gallipoli landing. What is being reported? Follow the reports over the next twelve months. Do they change?
- Write your own newspaper article based on the information you gather from the book.

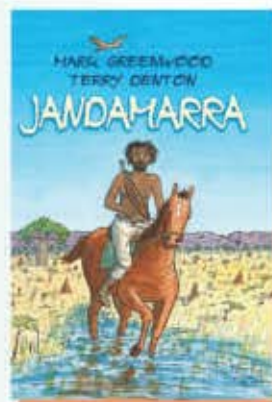
# JANDAMARRA

MARK GREENWOOD AND TERRY DENTON (ILLUSTRATOR)

Set in the 1880s in the Kimberley region in north-west Australia, **Jandamarra** is the true story of a young Bunuba boy torn between the conflicting cultures of his black ancestors and his white employers. When the Bunuba are denied access to sacred sites, food and water, the boy discovers he must choose between one or the other group. After a spell in gaol, he eventually secures a job tracking down his kinsfolk accused of stealing cattle. When he has to track his beloved uncle, he realises that his loyalty belongs to his people and he leads an armed rebellion. Using the caves and surroundings of Windjana Gorge and Tunnel Creek as hideouts, he plays hit and run games with white settlers, and gains a reputation for being able to vanish into thin air and fly like a bird. Eventually, it takes the skills of another Aborigine to hunt and kill him, but not before he has earned the reputation of being a brave young freedom fighter and a courageous defender of his country and people.

ISBN: 9781742375700

RRP: \$29.99



## TEACHER NOTES

- Ask students to come up with ideas about why the author chose to refer to the main character for much of the story by his 'white' name, Pigeon. Is there a sense of anticipation throughout as the reader knows that Pigeon is going to be transformed into the heroic Jandamarra by the end of the story?
- There are many different kinds of frames used in the illustrations. Some are overlaid on full-bleed double-page spreads, some have soft edges, some are small, others large, some are graphic novel/comic strip type panels across the page, while others are more like photos scattered roughly. Have students break into groups to list as many different types of frames as they can find. Have them then choose three in their list and talk about why the illustrator has chosen to present that part of the story like this. Consider how frames work with the text and extend what the text is saying.
- Divide the class into two groups and debate the question: 'Was Pigeon justified in killing his friend Trooper Richardson?'
- Jandamarra's story has been compared to that of Ned Kelly. In what ways are they similar? Explain why both are considered Australian heroes. Research other Aboriginal heroes, such as Yagan or Pemulwuy, and present a short speech to the class about their lives and contributions to Australian history.
- After reading the book, have students return to the first double-page spread and discuss in small groups why the author has included the Aboriginal and English words for 'We are still here and strong'.



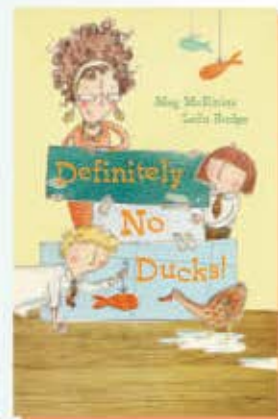
## DEFINITELY NO DUCKS!

MEG MCKINLAY AND LEILA RUDGE (ILLUSTRATOR)

From the author: 'I had so much fun writing **Definitely No Ducks!** When I finished **Duck for a Day**, I had no plans to write a sequel, but I found the characters staying with me, taking on a life after the story. I found myself wondering what would happen next, and while I was wondering, a new story began to grow. Something I wanted to do was to explore Noah's character a little bit more. Although I'm fond of all the characters in **Duck for a Day**, to me, Noah is the heart of the story. I think he is exactly the sort of boy I would have wanted to be friends with when I was a kid – quiet, thoughtful, a little unusual. I wanted readers to get to know him a little better, too, and I thought it would be interesting to observe the developing friendship between Abby and Noah, who of course have very different backgrounds and personalities. If I'm honest, though, my other goal was to dress a duck up in a penguin suit. And to sneakily slip the awesome word "penguin-y" into another story. Mission(s) accomplished!

ISBN: 9781921977855

RRP: \$13.95



### TEACHER NOTES

- Abby acts as a detective in **Definitely No Ducks!** as she searches for clues to clear Max's name. Fill out information under the headings below based on information Abby finds out about the display being destroyed:
  - What was the crime?
  - Who are the suspects?
  - What evidence is there?
- Write a report for the school paper on the destruction of the Antarctica display. Make sure your report only includes facts and not your feelings.
- How does Mr Oswald change by the end of the book? Does he really like Max?
- Max has a number of different quacks he uses to communicate with people. People also use noises other than words to communicate sometimes. As a class, make a list of some of these noises and what they mean (eg sigh – frustration/boredom, gasp – surprise, etc).
- Body language can also be used as non-verbal communication. Make a list of gestures a person can make with their body and what they mean (eg nodding – agreement, smiling – happy).
- Have you ever been blamed for something you didn't do? How did you prove your innocence?
- Draw a timeline of events that happened in the book.

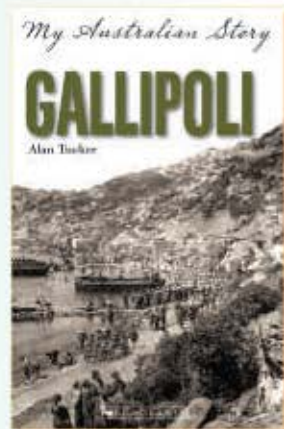
## MY AUSTRALIAN STORY: GALLIPOLI

ALAN TUCKER

Victor March, the 14-year-old narrator of **Gallipoli**, records in diary entries his hopes for being accepted into the army as war approaches in 1914, his optimism about the possible success of the Anzac campaign, and his disillusionment with war, when the reality of having to kill and having to see so many of his mates killed, hits him. Almost all the preconceptions that the young Australian troops brought to war take repeated beatings. The trenches are cramped and hot, the stench of dead bodies is only made worse by the spread of disease, and the brutal technique of full frontal assault results in so many pointless deaths that it appears ill-judged – and eventually stupid. Throughout the campaign, regular letters between Victor and his parents demonstrate that although his mother and father are on the other side of the world, war makes them all victims. Readers will finish the book with an understanding of why historians have said that, at Gallipoli, the young independent nation of Australia grew up and was changed forever.

ISBN: 9781742836935

RRP: \$16.99



### TEACHER NOTES

- Invite the class to form focus groups and choose a topic (unseen). In the library and on the internet, have students research the topics below. At the end of the research, which could take several days, each group will do a class presentation, including sound and images from creative commons where possible. Ask the presenters to give specific sources for their quotes so that the rest of the class can take notes and follow up topics that interest them.
  - The theme of friendship and family.  
Which is more important to the characters: politics, patriotism, family, friends? Research the parcels people sent to war. What was in them, how long did they take to get there, how did they get there? Read **Our Enemy, My Friend** by Jenny Blackman and compare the themes.
  - What physical conditions made the Gallipoli campaign difficult? Research diseases, weather and topography, clothing and packs.
  - What are the main changes in Victor's attitudes and beliefs? Which of his values would Australians today like to think of as 'typically Australian'?
  - Humour – what did the characters joke about? Why would they joke while there was a war on? Look up some favourite jokes, funny cartoons, songs from WW1.
  - Language – using the glossary, dictionaries and the internet, make a list of some interesting words, names, nicknames used in the novel and in WW1.
  - Scapegoating – research the origin of the word 'scapegoat'. Has the kind of scapegoating people of German descent suffered in WW1 been experienced by other communities during wartimes since then? Suggest that the group does a presentation supporting diversity.
  - Supporting troops and families – in a statement about the book, Alan Tucker makes a special point about the spiritual lives of the characters. Research the YMCA, Methodist Church, Red Cross: what were these organisations and what did they do during the WW1 period? Are they still going today and, if so, what do they do now?