



Lesson 1

Topic: Introduction to short stories

Comparing short stories to novels

Lesson concepts:

-  Text structures and language features — Purposes and effects: aesthetic
-  Text and context — Making connections to characters and events represented in texts drawn from different contexts
-  Point of view — Viewpoints on similarities and differences of texts: topics, themes, plots
-  Text purpose — Text structures and language features that work together
-  Handwriting style — Varies according to audience and purpose

Lesson notes

In this lesson, students will be given an overview of the unit. They will consider prior knowledge of short stories, the similarities and differences between short stories and novels, and the text structure and language features of a short story. They will read the short story *Connected*.

Lesson answers

1. Students view the [Video 1 – Comparing short stories to novels](#). **No answer required.**
2. Complete the following sentences to compare short stories and novels using the words in the boxes below:
 - a) Short stories are **shorter** than novels and therefore usually have **fewer** characters, events and settings.
 - b) Short stories and novels both have a narrative structure: an **orientation**, a **complication** and a **resolution**.
 - c) Short stories and novels both have a conflict (a struggle between two forces).
 - d) Short stories and novels both usually have a **theme** (or message/moral).
 - e) The purpose of short stories is to **entertain**, to teach the reader or to warn them. There are many types of short stories such as fairytales, fables and stories told as part of oral traditions. Can you think of two that you have read or heard about? **For example: Cinderella, Tiddalick the frog**
3. Complete [Sheet 1 – Short stories and novels: Venn diagram](#).
Sheet 1 – Short stories and novels: Venn diagram (attached).
4. Students view the [Video 2 – Narrative elements](#). **No answer required.**
5. Students read the short story on [Sheet 2 – Connected](#). **No answer required.**

6. Why do you think the author wrote this story? In other words, what was his/her purpose?
- To entertain the reader
 - To inform the reader
 - To teach us something — a message or moral (**An option for students who might see the relationship between Jess' situation and the idea of the author showing us that problems can be overcome**)
 - To warn us about something

Write the correct two letters for your answers in the boxes. **a** and **c**

7. How does the story make you, the reader, feel? What kind of story do you think it is? (For example: humorous, sad, disturbing)

Personal response required.

8. Complete Sheet 3 – Connected elements to see if you can identify the conflict, setting, narrative point of view and theme in the short story *Connected*.

Sheet 3 – Connected elements (see attached).

9. a) How do you think Jess feels in this story?

Personal response required. For example: I think Jess feels frustrated.

- b) Have you ever felt like Jess did in this story?

Personal response required.

- c) How did you feel about Jess at the beginning of the story? (1 sentence)

Personal response required. For example: I felt sorry for Jess at the start, because I have felt like that before.

- d) Did your feelings about Jess change by the end of the story? (1 sentence)

Personal response required. For example: Yes, by the end of the story I felt impressed that Jess had such a good imagination.

10. In the short story *Connected*, the author uses a number of language features to help the reader know how Jess is feeling.

- a) Circle an example of a question in the story on **Sheet 2**.

There are two examples of questions. Students only need to choose one: How could she be expected to write a story about 'connectedness' of all things? Didn't they know that it was more than a week since her dog had gone missing?

- b) What effect does this question have on the reader? In other words, what is it telling us about the character of Jess? (1 sentence)

It is showing that Jess is feeling sad and angry and feeling sorry for herself.

- c) What is it that the author compares Jess to in paragraph 3 on **Sheet 2**? What does this = tell us about how Jess is feeling? (1 sentence)

The author compares Jess to a pencil — 'a wooden girl with a lead heart'. Jess feels heavy and unable to move.

- d) Circle an example of a noun group in paragraph 4 on **Sheet 2** that helps the reader to visualise (picture in their mind) the scene that Jess is imagining.

For example: A wild luxurious growth of leaves

Lesson 2

Topic: Introduction to short stories

Investigating plot structure 1

Lesson concepts:

-  Text structures and language features — Purposes and effects: aesthetic, humorous
-  Point of view — Viewpoints on similarities and differences of texts
-  Text purpose — Text structures and language features that work together

Lesson notes

In this lesson, students learn about plot structure in short story texts, identify the plot elements in the short story Connected and respond to the story.

Lesson answers

1. Students view the [Video 3 – Plot structure](#).

No answer required.

2. Use the words in the boxes below to match the correct definitions in the table.

Plot components and definitions	
Orientation	Provides information for the reader about setting and characters, and establishes the mood. It is usually at the beginning of a story.
Complication	Conflict or conflicts that lead to the climax. The problem or the thing that happens which requires the main character to respond and act.
Rising action	The sequence of events that occurs before the climax. Each event increases the tension and suspense, and advances the plot.
Climax	Most intense or exciting part.
Falling action	The sequence of events that occurs after the climax.
Resolution	The answer to the problem. Describes how and why the complication is solved.

3. Students re-read the short story *Connected* on **Sheet 2**.
No answer required.
4. Complete Sheet 5 – Plot diagram 1: *Connected*.
Sheet 5 – Plot diagram 1: *Connected* (see attached).
5. Answer the following questions:
 - a) In the story *Connected*, what conflict or struggle does the main character, Jess, face? (1–2 sentences)
For example: The conflict Jess faces is that she does not want to do the test. She is also thinking that she cannot do it.
 - b) How does Jess resolve the conflict? (1–2 sentences)
For example: Her imagination takes over and she starts to write.
 - c) Is there any plot tension or suspense in the short story? How can you tell? (1–2 sentences)
For example: There is very little plot tension or suspense in the story because there is no action happening. It's all in Jess's imagination.
 - d) Did you enjoy reading *Connected*? Why or why not? (1–2 sentences)
Personal response required.

Lesson 3

Topic: Introduction to short stories

Investigating plot structure 2

Lesson concepts:

-  Text structures and language features – Purposes and effects: aesthetic, humorous
-  Point of view – Viewpoints on similarities and differences of texts
-  Text purpose – Text structures and language features that work together

Lesson notes

In this lesson, students will identify the plot elements in the short story eBook 1 – *The tiger, the rabbit and Chung-Ho: A retold traditional story from Korea* and compare the plot structure of this story and *Connected*.

Lesson answers

1. Students read the story *The tiger, the rabbit and Chung-Ho*. **No answer required.**
2. Students view the Video 4 – Structure of *The tiger, the rabbit and Chung-Ho: A retold traditional story from Korea*.
No answer required.
3. Complete Sheet 6 – Plot diagram 2: *The tiger, the rabbit and Chung-Ho: A retold traditional story from Korea*.
Sheet 6 – Plot diagram: *The tiger, the rabbit and Chung-Ho: A retold traditional story from Korea* (attached).

4. What is the second major struggle that Chung-Ho faces? (1 sentence)
For example: The conflict Chung-Ho faces is the struggle between an external force, the tiger, and keeping his life.
5. How is this conflict different from the conflict that Jess faces in *Connected*? (1–2 sentences)
For example: The conflict in *Connected* is really about a struggle in the main character's head, which is internal.
6. a) Describe where the plot tension in the story starts to build.
The plot tension starts to build almost straight away as soon as the reader learns of the animal Chung-Ho is going to rescue. The tension begins because the audience (the reader) knows a tiger is a dangerous animal and that something might happen to Chung-Ho if he rescues the animal.
- b) Use your own feelings as a guide and think about how the author's use of plot tension has affected you. How did the tension in the story make you feel?
Personal response required.
7. Look at your (saved) copy of Sheet 6 – Plot diagram 2: *The tiger, the rabbit and Chung-Ho: A retold traditional story from Korea* and Sheet 7 – Plot diagram 3: *Connected – Completed*.
- a) Do these stories have similar or different plot structures? Write two or three sentences to answer this question and comment on the difference in the rising action of each story. You can refer to the plot tension in both stories to help explain your answer.
**For example:
The difference in the plot structure of the two stories is that the story *Connected* has a lot less rising action than *The tiger, the rabbit and Chung-Ho*. The action in *The tiger, the rabbit and Chung-Ho* is about characters physically doing things, moving about and dealing with life and death. The other story's rising action is small because Jess doesn't move from her desk and the action that does happen is mostly about an imaginary thing. There is more tension in *The tiger, the rabbit and Chung-Ho* because the rising action is more exciting.**
- b) Read the following paragraph and rewrite it using only one of the choices in bold each time.
The tiger, the rabbit and Chung-Ho: A retold traditional story from Korea has **more** action than *Connected*. I know this because *The tiger, the rabbit and Chung-Ho: A retold traditional story from Korea* is a **longer** story and when you look at the plot diagram, there are more events in the rising action. There is a similarity in the falling action of each story as they are both **short**. The tension in *The tiger, the rabbit and Chung-Ho: A retold traditional story from Korea* is **more dramatic** because the events are **more exciting** and deal with life and death, while the tension in the story *Connected* is **minor** because there is **little** action and it is in someone's imagination.
8. Explain the difference in the complication between each of these stories. (1–2 sentences)
There are two complications in *The tiger, the rabbit and Chung-Ho* and only one in *Connected*. The complication in *The tiger, the rabbit and Chung-Ho* is also quite dramatic because it is about life and death.
9. Read the opening sentences of *Connected* and *The tiger, the rabbit and Chung-Ho: A retold traditional story from Korea*. Think about how the opening sentences introduce the plot to the reader. Complete the following in one or two sentences.
- a) In the *The tiger, the rabbit and Chung-Ho: A retold traditional story from Korea* the first sentence tells the reader ... quite a lot, as the story is set in another time and place and is quite precise about where Chung-Ho is.
- b) However, the first sentence of *Connected* tells the reader ... fewer details but we can figure out that Jess is a student sitting at a desk.

10. Which **purpose** do you think the author had in mind for *The tiger, the rabbit and Chung-Ho: A retold traditional story from Korea*?

d) **To warn the reader about something**

11. Answer the following questions:

a) Explain which story you prefer and why. (1–2 sentences) **For example:**

I prefer *The tiger, the rabbit and Chung-Ho* because the plot tension makes it exciting.

b) Compare how the authors' purposes help to influence your opinion about both stories. **For example:**

In *Connected*, the author's purpose is to inform the reader that there are many real life situations you can use for writing a short story if you can't think of a plot, but because there is no action the story is not as entertaining. On the other hand, *The tiger, the rabbit and Chung-Ho* is more exciting and it both entertains the reader and presents a message about danger, which is why I like it better.

Lesson 4

Topic: Short stories

Investigating plot structure 3

Lesson concepts:

-  Text structures and language features — Purposes and effects: aesthetic, humorous
-  Text and context — Making connections to characters and events represented in texts drawn from different contexts
-  Text purpose — Text structures and language features that work together
-  Text structures and language features construct meaning — Strategies used by authors to influence readers

Lesson notes

In this lesson, students read the short story eBook 2 – *The loaded dog* by Henry Lawson. They identify and respond to the plot of the story.

Lesson answers

- In this lesson you will be looking at the plot of the story. Complete the following sentences using the words in the boxes below:
 - The plot in a short story is often quite **simple** and deals with **one** situation.
 - It is a series of events organised into an **orientation**, a **complication** and a **resolution** that builds up tension in the story and engages the reader.
- Before reading the story *The loaded dog* answer the following questions:
 - How do you think the historical, social and cultural contexts of the story will affect your understanding?
Personal response required. For example:
I may not be able to understand some of the slang language the characters are using, or recognise the setting, because I wasn't alive 100 years ago. This could make it harder for me to comprehend the story.
 - What can you predict from reading just the title of this short story? What might be the load that the dog is carrying? Write some thoughts in the box below. Personal response required. **For example: students should predict something about what the dog is carrying.**

c) Skim and scan the story. Can you predict anything about the:

- characters
- setting
- theme?

Write your prediction in the space below. **Personal response required. For example: encourage students to skim over the story and to look for key words about the names of characters, the aspects of the setting and to get an overall feel for the message.**

3. Students read the story [eBook 2 – The loaded dog](#). Alternatively, you can search online for an audiobook reading of story or listen to Jack Thompson reading The loaded dog on [Website – Fine Poets 'The loaded dog' read by Jack Thompson](#).

No answer required.

4. List the major events that the author uses to develop the story in 10 steps. (The first two have been done for you.)

1	A description of the camp site and an explanation of Dave, Andy and Jim's mining methods
2	The decision to blow up the waterhole
3	Andy makes the explosive cartridge for fishing.
4	Introduction to the dog
5	The dog has the cartridge in his mouth and the fuse is alight
6	Attempts by Dave, Jim and Andy to escape from the 'loaded' dog
7	Dave runs into the bar and then the kitchen
8	The retriever goes under the kitchen where he meets the yellow dog who nips him, therefore chasing him away and causing him to drop the cartridge
9	The cartridge explodes along with the yellow dog
10	Dave decides to apologise later on, when things have settled down. He goes home and the dog trots home with him, satisfied with his fun

5. Use the events in the table to complete [Sheet 8 – Plot profile: The loaded dog](#). Save this sheet for future use. You might like to look at [Sheet 9 – Terms](#) and [Sheet 10 – Definitions cards](#) to help you. **[Sheet 8 – Plot profile: The loaded dog](#)** (see attached).

6. Answer the following questions about conflict, audience and purpose.

a) What is the conflict faced by the main character, Dave, in this story?

Dave is attempting to escape from his own explosive, which he designed and Andy built.

b) What do you think was the author's purpose when writing this story? Think of what you know about the author's background and the time period he lived in to help you.

To entertain his audience with a humorous story about Australian bush culture and how people would have interacted with each other back then and there.

c) What sort of audience do you think Henry Lawson had in mind when he wrote this story?

For example: Henry Lawson may have written this story to amuse his readers and maybe teach them the danger of acting on big ideas or that there is no gain in being greedy.

7. Can you relate any experiences you have had with the events in the story? Please write your experiences in the box below.

Personal response required; however, students should relate to their own experiences.

Topic: Short story

Exploring theme and point of view in short stories

Lesson concepts:

-  Text structures and language features — Purposes and effects: aesthetic, humorous
-  Evaluating texts — Influence of language choices: emphasis, repetition, metaphor
-  Text purpose — Text structures and language features that work together
-  Text structures and language features construct meaning — Strategies used by authors to influence readers
-  Handwriting style — Varies according to audience and purpose

Lesson notes

In this lesson, students revise the strategies that authors use to create a humorous effect, and identify the strategies used by Henry Lawson in the short story *The loaded dog*. They also identify the theme and narrative point of view used in the story.

Lesson answers

1. View the [Video 5 — Humour in short stories](#). **No answer required.**
2. Think about the short story [eBook 2 — The loaded dog](#). The author, Henry Lawson, has written a humorous story. Explain what makes *The loaded dog* funny. (1–2 sentences)
Students should include descriptions of characters, events or plot.
3. Complete the following about how the use of repetition, emphasis, exaggeration, metaphor and plot tension or suspense develop humour in the story.
 - a) Mark each dot point with a 'T' for true or an 'F' for false.
There is **repetition** of:
 - events in the story as the dog continues to chase various characters **T**
 - short sentences in the story. **F**
 - b) Henry Lawson has used direct speech to emphasise an idea or event. Which of the following is the sentence from the story that uses emphasis and is the most effective?
Place a tick next to the correct one.
 The men shouted, 'Run, Andy! Run!'
 'Run, Andy! Run!' they shouted back at him.
 - c) The author ensures that the reader knows that this cartridge is large and powerful through **exaggeration**. Fill in the blank:
'He made a cartridge **three times** the size of those they used in the rock'.
How does Jim describe it?
Jim Bently said it was big enough to blow the bottom out of the river.

d) Find one other example of exaggeration in the story. Write your answer below.

Bushmen say that the kitchen jumped off its piles and on again.

e) Henry Lawson uses several metaphors in his short story, such as 'Most of his head was usually a red, idiotic, slobbering grin of appreciation', which means that the dog was eager to please his owners. Find one other metaphor from the story and explain what it means. **For example:**

There is a metaphor on page 1: *However, the creek was low, just a chain of muddy waterholes ... This means that the creek didn't have much water in it and the water and mud that was left in the creek bed formed what looked like links in a chain.*

Or ...

There is a metaphor on page 1: *They'd make a sausage or cartridge of blasting-powder ... This means that the explosive case was in the shape of a sausage.*

Or ...

There is a metaphor on page 2: *Andy stood stock-still. This means Andy was so still that he resembled a tree.*

Or ...

There is a metaphor on page 2: *... and there, close behind him, was the retriever with the cartridge in his mouth — wedged into his broadest and silliest grin. This means that the dog was holding on to the explosive tightly and that he had no idea about the danger he was in; he was just happy.*

Or ...

On page 3, the metaphor *The big pup reckoned that this was part of the lark — he was all right now — it was Jim who was out for a spree ...* means that Tommy thought Jim had gone on a crazy adventure.

f) Write down one example from the story where the author uses plot tension to create humour. What clues does the author give to the reader that help to build tension along with the rising action? For example:

On page 2, after the men realise that the dog has a fuse in its mouth, there is a funny moment when the men look behind Andy and, without warning, begin to run away. Andy is left standing there not understanding what had gone wrong. The reader knows what Andy doesn't — that the dog has found the cartridge. Up until that point, the author gives the reader clues that the dog loves to retrieve all the things the men throw away. This causes plot tension but also humour, because of Andy's reaction and the reader's response to it.

Or...

There is plot tension every time the dog comes near one of the men with the cartridge; the reader never knows when the cartridge will explode. The men's reactions (and the dog's response to them) cause humour.

4. Answer the following questions.

a) What is the theme of The loaded dog? Refer to [Sheet 11 — Story themes](#) to give you some ideas.

For example:

What goes around comes around; don't be greedy and be grateful for what you have; gaining wisdom; and mateship.

b) Think of what the reader learns about the conflict in the story through the main character's (Dave's) struggle. How does conflict reflect the theme of the humorous story?

Dave wanted to get the fish all at once by blowing them up and he convinces the men that it's a good idea; however, he and the men were nearly blown up themselves by their own cartridge. The fact that the dog doesn't know the cartridge is dangerous and keeps chasing the men causes conflict, and therefore, humour — here the theme what goes around comes around is obviously linked with the conflict.

5. Students watch the [Video 6 – Narrative point of view](#).

No answer required.

6. Answer the following questions about narrative point of view.

a) What is the narrative point of view in *The loaded dog*? Think about who is telling the story and the point of view the reader is given.

A narrator is telling the story. The author does not use one character's point of view to tell the story. He uses a narrator to tell about all the characters from a narrator's point of view.

b) Is the author writing in the first or third person?

Third person

c) Give an example from the story that shows that the author uses either first or third person.

For example:

He made a cartridge about three times the size of those they used in the rock. Jim Bently said it was big enough to blow the bottom out of the river.

d) What is the author's purpose for writing the story? (**Hint:** In your answer, make sure that you mention why the author chose to write in this particular narrative point of view.)

Henry Lawson wrote the story from the narrator's point of view because the reader gets to experience what all the characters are thinking, feeling, seeing and doing. This gives the reader more information about everything, and therefore makes the story more interesting and entertaining.

7. Rewrite the sentences below choosing either **feel** or **do not feel**, and either **like** or **dislike**.

Complete the sentences with evidence from the story.

For example:

a) **I feel sympathy for Tommy because of the narrator's description, which says that he is an 'overgrown pup, a big, foolish, four-footed mate who usually had a slobbering grin'. These words make you like Tommy because he sounds fun, happy and loyal.**

b) **I do not feel sympathy for the yellow dog because of the narrator's description, which says 'there was a vicious yellow mongrel cattle-dog sulking and nursing his nastiness under there'. These words make you dislike the yellow dog because he sounds horrid, evil and untrustworthy.**

8. Why do you think the author chose not to tell the story from the point of view of one of the characters?

For example:

I think the author chose not to be one of the characters because the men are all a bit silly and irresponsible. The author did not want to be one of them, he wanted to be able to stand back and tell the story.

Or ...

The author may have thought that it was easier to tell the story as if he was an observer of the situation because he could use his own descriptions of each character.

9. Revise the list of 10 major events the author uses to develop the story (from the previous lesson). Summarise the plot by completing this sentence. This story is about ...

a dog that lights an explosive (which is in his mouth) chases people around, drops it and kills a nasty yellow dog.

Topic: Short story

Identifying language choices for characterisation

Lesson concepts:

-  Text structures and language features — Purposes and effects: aesthetic, humorous
-  Grammatical function — Verbs and adverb groups/phrases expanding and sharpening ideas
-  Text and context — Making connections to characters and events represented in texts drawn from different contexts
-  Evaluating texts — Influence of language choices: emphasis, repetition, metaphor
-  Comprehension strategies — Comparing content from variety of texts
-  Text structures and language features construct meaning — Strategies used by authors to influence readers

Lesson notes

In this lesson, students will be examining the main characters in the short story *The loaded dog* by Henry Lawson, and the ways the author uses verbs and verb groups, adverbs, and nouns and noun groups to depict the characters in the story.

Lesson answers

1. Answer the following questions about the main characters in *The loaded dog*.
 - a) Who is the protagonist?
Dave, although you would not call him a hero in this story, just the main character.
 - b) Who is the antagonist?
Tommy the dog
2. Write at least three character traits of the main character, Dave, in the box below.
Use [Sheet 4 – Character trait word list](#) to give you some ideas.
For example: adventurous, ambitious, foolish, selfish
3. Answer the following questions:
 - a) What is Dave's relationship with Andy and Jim?
Dave, Andy and Jim are all good mates. However, Jim doesn't usually get involved with Dave and Andy's 'damned silliness'.
 - b) In the paragraph that begins, 'Andy's brain still worked on the cartridge (page 2); ...', the author describes Dave's actions when he finds that the cartridge is a light. What sort of character trait does this suggest? Generosity, stupidity or selfishness?
Selfishness
4. View the [Video 7 – Noun groups](#).
No response required

5. Read the noun groups in the table below (the head noun is highlighted).
- Write the correct character they are referring to.
 - Fill the last row with a choice of your own noun group. Personal response required.

Noun groups	Character
A big black young retriever dog	Tommy
their damned silliness	Andy and Dave
astonished stare	publican
a crimson fool	Dave
a big foolish, four-footed mate	Tommy
Personal response required	

6. Refer to the part of the story where the cartridge was lit and write two expressive verbs or verb groups and two characters to complete the table.

Character	Verb or verb group
Dave	glanced, bolted
Tommy	capered, leaped, whooped
Dave	snatched, flung
Andy	snatched, threw

7. How do you think the author has improved the story by the verbs he has used?
- For example: The author uses expressive verbs to describe characters' actions, thoughts and feelings, which help to build a picture of the character for the reader.**
8. Answer these questions to help you find some more adverbs.
- How much did Tommy, the retriever, hinder Andy while he made the cartridge? (page 2)
considerably
 - How did Jim ask Tommy to 'Go away'? (page 3)
feebly
 - Find one more adverb in the story to describe a **character**.
Tommy capered and leaped and whooped joyously. The dog grinned sardonically. Bushmen rolled gently on the dust.
9. Answer the following questions:
- Henry Lawson uses extended noun groups such as 'an overgrown pup, a big, foolish, four-footed mate, who was always slobbering around them' to create a humorous image of Tommy the retriever. How does the use of language **emphasise** or **exaggerate** the dog's character? **For example:**
It provides imagery of what the dog is like; certainly a very loveable character but not very bright.

- b) The characters try any means possible to escape the dog and the cartridge: climbing trees, jumping down holes and running around in circles. What strategy or strategies has the author used to make this humorous? For example:

The events are repetitive and exaggerated.

- c) How does the dialogue among the characters entertain the reader? **For example:**

Short dialogue moves the story along, provides insight into the characters and creates humour.

- d) Find one other strategy the author uses to create humour through characterisation.

Explain what it means and the affect it has on the reader. (2–3 sentences) **For example:**

The author uses a metaphor to describe what the publican (the pub owner) thinks of Dave on page 3. He calls him a *crimson fool*. This refers to when someone is “red-faced with embarrassment”. This means that Dave is very embarrassed. The incident with Tommy and the cartridge is Dave’s fault because it was his idea to blow up the fish. This is humorous and entertaining because the reader knows Dave cannot escape the embarrassment — it is far too late for that.

Or...

The author uses repetition of Tommy’s actions to create humour, which entertains the reader. Tommy is a silly, loveable mutt who just wants to play with his ‘mates’, so he takes the cartridge to the men over and over and over without knowing the danger.

10. Pick a different character and write a paragraph to say whether you like or dislike them, giving reasons for your answer. Use the example to help you. **For example:**

I liked Andy in the story because he seemed like a good friend. He was happy to help his mate Dave, ‘Andy usually put Dave’s theories into practice’ and ‘bore the blame for their failure’. He also made dinner for his mates, ‘Andy saw them coming, and put a pan full of mutton-chops on the fire’.

Lesson 7

Topic: Short story

Comprehending setting

Lesson concepts:

-  Text structures and language features — Purposes and effects: aesthetic, humorous
-  Text and context — Making connections to characters and events represented in texts drawn from different contexts
-  Evaluating texts — Influence of language choices: emphasis, repetition, metaphor
-  Text purpose — Text structures and language features that work together
-  Comprehension strategies — Comparing content from variety of texts
-  Text structures and language features construct meaning — Strategies used by authors to influence readers

Lesson notes

In this lesson, students will examine the setting of the short story *The loaded dog*, and how the author uses language features such as noun groups and descriptive language to give details about the setting, establish mood, and influence a reader. The students will write the answers to questions 3, 4, 5 and 7 while viewing the [Video 8 — Setting in short stories](#). The video will provide the answers to each question.

Lesson answers

1. Use your understanding of the story *The loaded dog* to answer the following questions. Read the story again, if necessary.
 - a) List one example from the story that shows it is set a long time ago. **For example:**
The way people speak (use of specific words and slang language).
The use of explosives (ordinary people aren't allowed to make explosives these days).
The three men: they are gold miners.
The horses that had been tethered to the posts in front of the pub — they galloped away as a result of the explosion.
 - b) Are there any words that you did not know in the story? These are two difficult words. Find them in your dictionary and write their meanings:
Tallow — a fatty substance extracted from the suet of sheep and cattle, used for making soap and candles
Mutton — the flesh of sheep
2. Students view the first part of the [Video 8 — Setting in short stories](#). **No answer required.**
3. Where and when do you think the story *The loaded dog* is set? **For example:**
The story is set a long time ago during the gold rush. It is set at Stony Creek in Australia.
Students will find the answers to these questions later in the video so they may review their answers here.
4. Write the words that the author uses to describe the creek.
Fish in the creek, the creek was low, a chain of muddy waterholes.
5. In what season is the story set?
The story is set in winter.
6. Students view the second part of the [Video 8 — Setting in short stories](#). **No answer required.**
7. Use your detective skills to list the details that tell about the setting of the mine and the camp.
For example:
Mining — uses technical language such as mining shaft, gold quartz reef, and the description of the homemade explosive.
Camp — tents, camp fire, rubbish lying around the camp, saplings and logs
8. Students view the final part of the [Video 8 — Setting in short stories](#). **No answer required.**

9. Find some details that Henry Lawson has used to give the reader a vivid description of the setting where the blast takes place. Write them next to the bullet points below.

Surrounding setting — noun groups	Details about the setting
<i>a small hotel or shanty</i>	<ul style="list-style-type: none"> • on the creek • on the main road • not far from the claim
<i>a new weatherboard and corrugated iron kitchen and wash house</i>	<ul style="list-style-type: none"> • on piles • in the backyard • with some women washing clothes
<i>yard</i>	<ul style="list-style-type: none"> • with a paling fence

10. Answer the following questions in your English exercise book.

- a) Describe the mood in the story. (**Hint:** think of the author's purpose and how the story made you feel when you first read it.) **For example:**

I think the mood is closely linked with the author's purpose — the story is supposed to be funny, light-hearted and entertaining. The mood helps to create humour.

- b) Find one **strategy** Henry Lawson uses to develop the mood in the story and explain how the setting has been used to establish the mood and influence the reader.

For example: The author creates mood through the use of metaphors to describe the setting. The lines, *chain of muddy waterholes ... Andy would fish for three hours at a stretch ... There were several casual Bushmen on the verandah and in the bar...* establish for the reader a sense of the dry and untamed Australian bush, its carefree people and their daily activities. It allows the characters in the story to be believable and establishes the story's historical, social and cultural contexts. This, in turn, helps to create the mood — that of carefree, light-hearted fun.

Or ...

The author has used repetition of character descriptions which create a light-hearted mood. For example, the description of Tommy as... *an overgrown pup, a big, foolish, fourfooted mate ...* is repeated many times in the story with only slight variations, such as ... *two-legged mate ...* as read from Tommy's perspective. This plays upon the reader's understanding of Australian slang language and humour, in particular the use of the word 'mate'. The author's use of language devices to create a light-hearted mood in the setting reflects the attitudes of the people living in that time and place and allows the reader to understand people and places within the text.

Or ...

The author uses exaggeration to describe how the setting establishes the mood. The line... *Bushmen say that that kitchen jumped off its piles and on again ...* describes how buildings may have looked like in that time period and also creates a humorous effect and carefree atmosphere because the description has been exaggerated.

- c) Explain why you think the author uses this setting as a background for the humour in the story. (1–2 sentences)

For example: The setting sounds rough and casual. There are only a few buildings and lots of bush and scrub, saplings, logs and dust. The mood is light-hearted, hopeful and relaxed because the author has described the living quarters as basic, the surrounds messy and haphazard. The author can use this setting to supply obstacles and a circuit for the chase by a silly dog and it is a setting for the nasty yellow dog in which to reside as well. The setting, which is untamed mostly, reflects the wild ideas of the characters.

11. Draw a map of the setting in the box below.

Personal response required.

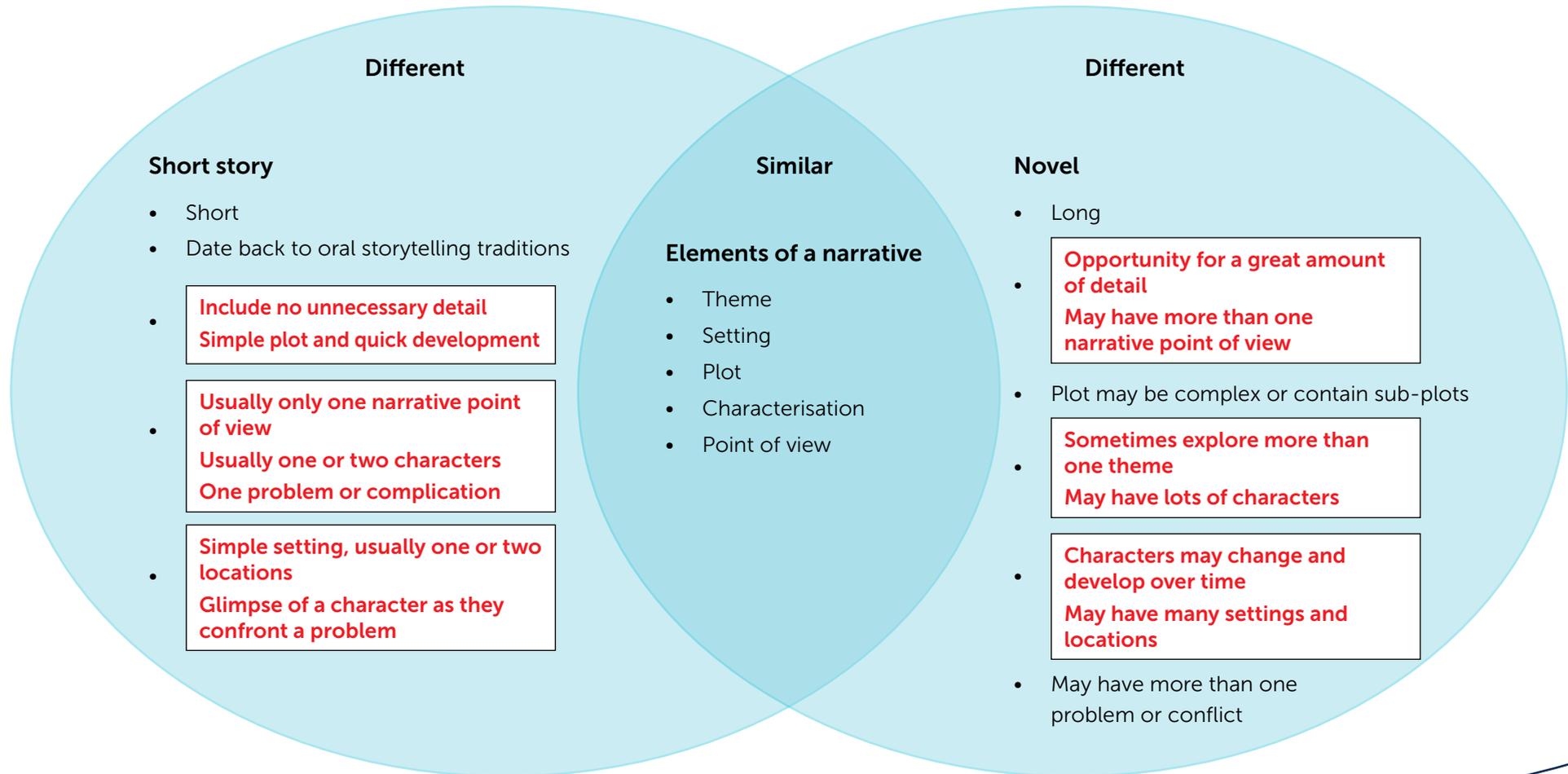
12. Mark the track of Dave from standing at the camp fire to where he was when the blast happened. Insert a cross where the blast takes place.

Personal response required.

Short stories and novels: Venn diagram

Add three more dot points about differences between short stories and novels.

For example:



Connected elements

Complete the sheet after reading the short story *Connected*.

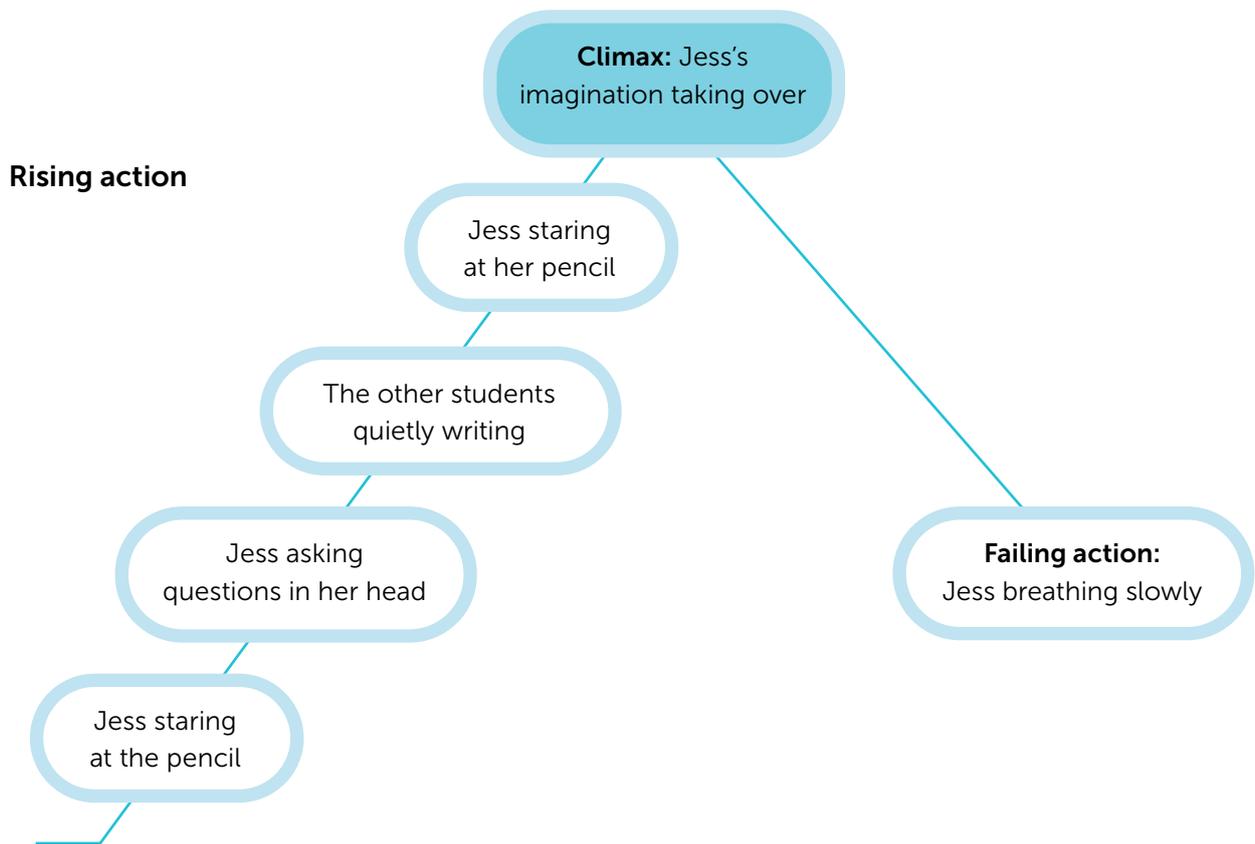
<p>Main character Describe the main character's personality traits (use Sheet 4 – Character trait word list to help you.)</p>	<p>Jess is the main character. She is frustrated, scared and uncertain.</p>
<p>Conflict What is the conflict in this story?</p>	<p>The conflict is a girl fighting with her thoughts.</p>
<p>Setting Draw the setting for this story.</p>	<p>Students will draw a classroom.</p>

<p>Narrative point of view From whose point of view are we hearing this story? Tick your answer.</p>	<p>Jess <input type="checkbox"/></p>
	<p>Jess's teacher <input type="checkbox"/></p>
	<p>A narrator <input checked="" type="checkbox"/></p>
	<p>A pencil <input type="checkbox"/></p>

<p>Theme What is the theme? Tick your answer.</p>	<p>Belonging <input type="checkbox"/></p>
	<p>Courage <input type="checkbox"/></p>
	<p>Friendship <input type="checkbox"/></p>
	<p>Overcoming problems <input checked="" type="checkbox"/></p>

Plot diagram 1: *Connected*

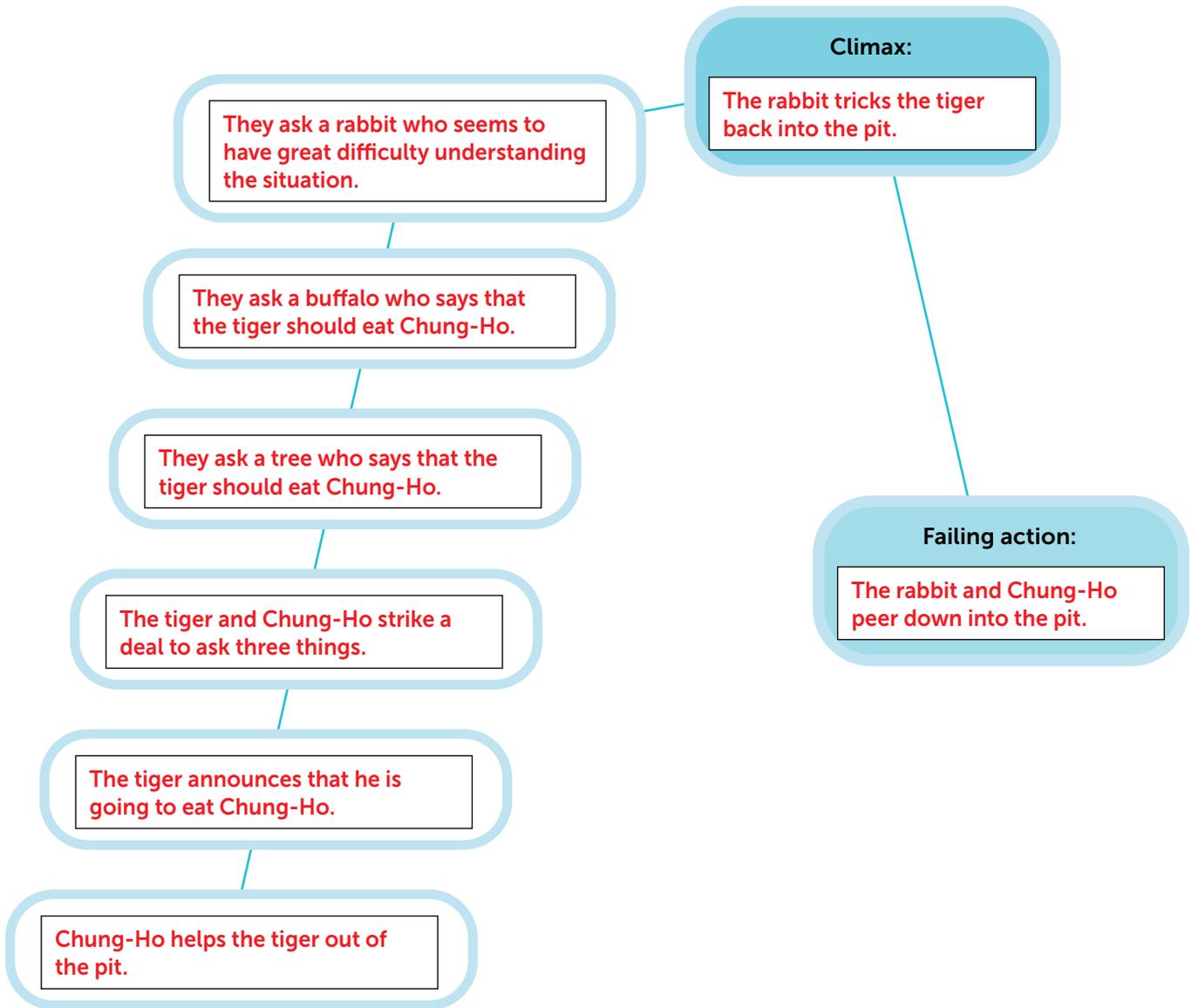
Read the information in the boxes for the rising action, climax and falling action.
Add information into the orientation, complication and resolution boxes.



Orientation:	Complication:	Resolution:
Jess is at a desk in the school hall doing a test	Jess has a test to do and she cannot seem to be able to do it. She is thinking negatively.	Jess uses her imagination to find a solution to her problem of not being able to write in the test.

Plot diagram 2: *The tiger, the rabbit and Chung-Ho: A retold traditional story from Korea*

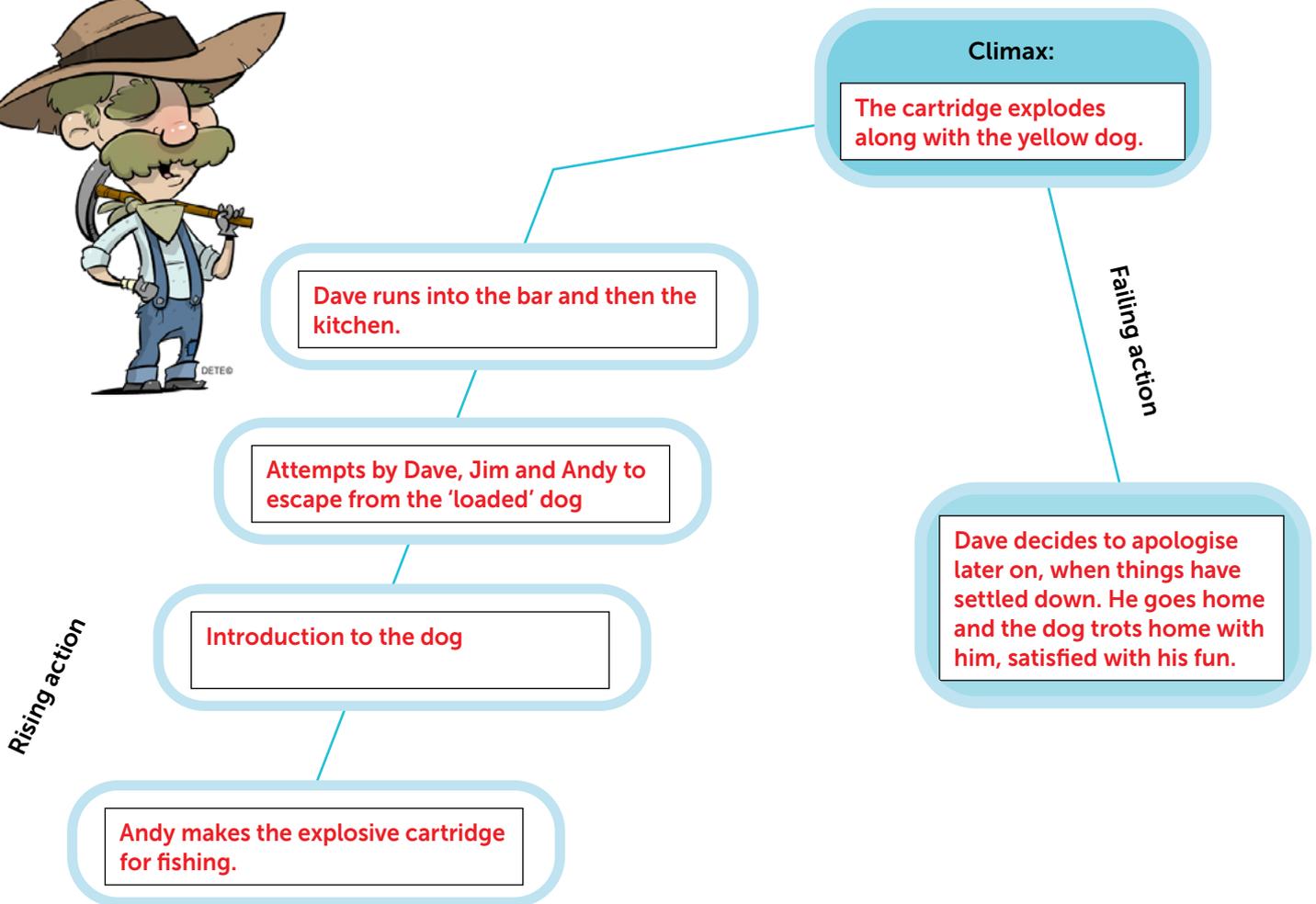
Read the information about the orientation, complication and resolution of *eBook 1 – The tiger, the rabbit and Chung-Ho* in the boxes below. Using important events from the story, add information for the rising action, the climax and the falling action in the spaces provided.



Orientation:	Complication:	Resolution:
Long, long ago, in a deep ravine	a) Chung-Ho has to decide whether to help the tiger stuck in a pit. b) The tiger decides to eat Chung-Ho.	The rabbit and Chung-Ho wander off happily.

Plot profile: *The loaded dog*

Use the events of the story *eBook 2 – The loaded dog* to complete the plot profile.



Orientation:	Complication:	Resolution:
An explanation of Dave, Andy and Jim's mining methods	The decision to blow up the waterhole The dog has the cartridge in his mouth and the fuse is alight.	The retriever goes under the kitchen where he meets the yellow dog who nips him, therefore chasing him away and causing him to drop the cartridge.