

Al Capone Does My Shirts

Teacher's Booklet

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Introduction

Synopsis

It is 1935, and 12-year-old Moose Flanagan and his family have just moved to Alcatraz Island, home to the notorious prison, where his father has a job. Moose's older sister Natalie has autism, a condition unrecognised at the time, and whilst the family try out a range of (mostly unsuccessful) experimental therapies, Moose is the only one who really gets through to her.

At school, living on Alcatraz makes Moose a bit of a misfit, but on the island he and Natalie discover a new kind of community amongst the other families who live there. They befriend bossy seven-year-old Theresa and the warden's manipulative daughter, Piper. In the end, the children cooperate to find a place where Natalie can finally belong, with a little help from Al Capone himself.

Teaching *Al Capone Does My Shirts* at Key Stage 3

Al Capone Does My Shirts works on many levels and explores many issues – family dynamics, autism, loyalty, independence, depression, poverty and peer pressure, to name a few. The story is told from Moose's perspective as a younger sibling with a disabled sister, and his voice allows us to follow the tense, nuanced family dynamics. The narrative is lively, believable and has genuine humour, making the story an effortless, pacy read that is likely to be enjoyed by a range of pupils. The novel also introduces aspects of the historical fiction genre in its depiction of a real setting (Alcatraz), real, if mythologised, people (Capone), and a historical period (the Depression era). All of these features lend themselves to further exploration.

Structure of this resource

This resource provides suggestions for activities which can easily be slotted into a scheme of work around the novel. It consists of two parts: the **overview of teaching and learning** and the **resources**.

The **overview of teaching and learning** aims to secure progression in learning, rather than just progression through the pages. This has been divided into eight natural sections. The overview for each section indicates:

- the chapters to be read
- the features of the text to be explored
- the learning aims for the section (including Assessment focuses)
- brief descriptions of the approaches to teaching.

The **resources** comprise:

- Pupil worksheets (which can be photocopied)
- Teacher support sheets/OHTs etc
- Assessment criteria, grids etc.

Two outcomes will be assessed and the opportunities for assessment are highlighted in the overview. These assessments support self, peer and teacher assessment. Assessments 1A and 1B combine to create one final assessment at the end of the process.

Overview of teaching and learning

Section & Resources	Features to explore during reading	Learning targets	Activities
<p>Chapters 1-6 <i>I was born responsible. It's a curse.</i></p> <p>Resources Resource Sheet 1 – enlarged to A3 Resource Sheet 2</p>	<ul style="list-style-type: none"> • The voice in the text • The view of himself that Moose presents to the reader <ul style="list-style-type: none"> - the reader's view of Moose - other characters' views of Moose. • How is the style of the narrative achieved? • The reader's first impressions of Piper. • How these first impressions introduce the sub-theme of the spoilt rich kid. How does this establish a comparison between the Flanagan and Williams families? 	<p>Learning focuses To be able to:</p> <ul style="list-style-type: none"> • pick out key ideas by making links, highlighting and annotating • explain some of the methods used by the writer to influence the reader • include relevant evidence to support ideas. <p>Assessment focuses & Framework objectives Reading AF3: 8R5, 8R7 Writing AF3: 8Wr17</p>	<p>Activity 1: Pre-reading skills</p> <ul style="list-style-type: none"> • Prior to reading the novel, distribute Resource Sheet 1. In pairs, pupils complete this in order to explore the 'voice' in the text. • Pairs join up to make fours and compare notes and annotations. • Ask pupils to compose a paragraph in their groups saying what they have learned about Moose, using the extracts to support ideas. (Opportunity for guided work.) • Two groups share their paragraphs on OHT with the rest of the class. <p>Activity 2: Development of key ideas</p> <ul style="list-style-type: none"> • In groups of four, pairs take on the roles of 'Piper' and 'Moose' and, on Resource Sheet 2, write information about the Flanagan family in the left hand section and about Piper's family in the right hand section. • In the middle column pupils should add to the list of connectives that signify comparison/contrast. • In their groups, pupils discuss the differences between the families and then orally create four comparative sentences about the two families, using the connectives. • Ask pupils what impact these differences may have on the story. What does Moose mean by 'the girl next door to Al Capone'? (Opportunity for guided work.)

Section & Resources	Features to explore during reading	Learning targets	Activities
<p>Chapters 7-11 <i>With Natalie there never is a happy ending. But my mom won't ever believe that.</i></p> <p>(Assessed outcome 1A)</p> <p>Resources Resource sheet 3 Resource sheet 4 (OHT) Resource sheet 5 Resource sheet 6 Resource sheet 7</p> <p>Photocopies of Chapters 10 and 11 Highlighters Post it notes Blank cards Post it notes A selection of articles and books about autism</p>	<ul style="list-style-type: none"> The way characters reveal themselves through what they say and what they do not say (e.g. Mr Purdy, the teacher, school friends) and how this adds to the richness of the novel. How Natalie impacts on Moose's life, focussing on his role as carer, his unconditional love for her and the nature of their relationship. The parallels between Moose and Natalie: they are both looking for friends, adapting to a new place. The realisation that all is not well with the mother and father. 	<p>Learning focuses To be able to:</p> <ul style="list-style-type: none"> use appropriate vocabulary when discussing the writer's style and techniques choose and shape the typical language and organisation of explanation texts recognise some of the ways in which speakers make choices to influence the listener. <p>Assessment focuses & Framework objectives Reading AF3: 8R2 Reading AF5: 8R13 Writing AF1: 8W8, 8W11 Speaking and listening AF2: 8S&L1</p>	<p>Activity 1: Close reading</p> <ul style="list-style-type: none"> Using Resource Sheet 3, pupils use a range of reading strategies (rereading, close reading, empathising, interpreting patterns) to understand the motivations of characters. Pupils comment on the use of language at word and sentence level in the extract at the bottom of the sheet. Ask pupils how the author's use of the devices listed helps us to understand how Moose feels. Try to comment on each one. It may help them to read this extract aloud, as if they were Moose. How does this link to the extract at the beginning of this resource sheet? Use Teacher Resource Sheet 4 (OHT) to feed back. <p>Extension</p> <ul style="list-style-type: none"> Ask pupils to think of a situation which they have not been happy about. Using the techniques discussed in the previous activity, pupils write two paragraphs showing their implicit opposition to the situation. (Opportunity for guided work.) <p>Activity 2: Explaining complex texts</p> <ul style="list-style-type: none"> Distribute Resource Sheet 5. Pupils look through the skills grid. Pupils work through Resource Sheet 6 in groups of four, sharing their current level of knowledge and raising questions they have about autism. Pupils then research answers to the questions using materials provided or online, in library, etc. Distribute Resource Sheet 7, which sets out how pupils will set up and give an oral presentation. Using cards and key words, ideas are organised into paragraphs, using header cards for the paragraph headings and smaller cards for the ideas to be included in these. Finally, pupils give the presentation and then fill in Resource sheet 5 and any remaining information on Resource Sheet 6 about what they have learnt.

Section & Resources	Features to explore during reading	Learning targets	Activities
<p>Chapters 12–15 <i>What if I've been seeing how it goes my whole life?</i></p> <p>(Assessed outcome 1B)</p> <p>Resources Resource sheet 8 Resource sheet 9 Sticky notes Connectives for linking paragraphs</p>	<ul style="list-style-type: none"> • A deepening understanding of the pressures that are being exerted on Moose. • Moose's torn loyalties and dilemmas. • What Moose's responsibilities are and how he feels about them. 	<p>Learning focuses To be able to:</p> <ul style="list-style-type: none"> • begin to evaluate what impact a text has on its reader through its organisation and development, as well as its sentences and words • include relevant evidence to support ideas. <p>Assessment focuses & Framework objectives Reading AF4: 8R10 Writing AF3: 9Sn4</p>	<p>Activity 1: Tracing ideas</p> <ul style="list-style-type: none"> • Pupils read Chapters 12–15, and then complete the tasks on Resource sheet 8. Pupils use sticky notes to capture the pressures on Moose and how these make him feel. <p>Activity 2: Transferring evidence into essay form</p> <ul style="list-style-type: none"> • Ask pupils to write a paragraph on how they feel about Moose, comparing their predictions about him at the start of the book with what they know now. Pupils should use the writing frame and example on Resource Sheet 9 to help them. (Opportunity for guided work.) • Give pupils the following essay title: <i>In Chapters 12 to 15, Moose experiences a range of emotions that upset his equilibrium. What are these emotions and how does the author use language to make us aware of how Moose is feeling?</i> • Remind pupils to link each point they make to evidence from the text. The writing frame will help them with this.

Section & Resources	Features to explore during reading	Learning targets	Activities
<p>Chapters 16-20 <i>It was Piper's idea.</i></p> <p>Resources Resource sheet 10 Resource Sheet 11 (Noun Cards from Chapter 19) Sugar paper Pens for drawing</p>	<ul style="list-style-type: none"> The developing links between the themes and characters. The comparison between the roles of Moose's father and Piper's father. Natalie's acceptance into the friendship group. The portrayal of the warden (with possible comparisons to the warden in <i>Holes</i>). The role of Moose's mother (Chapter 17) and his father (Chapter 20) in his feeling of betrayal. 	<p>Learning focuses To be able to:</p> <ul style="list-style-type: none"> identify vocabulary choices which indicate a writer's viewpoint or values identify foregrounded language which suggests a theme use work in role to explore the links between character and theme. <p>Assessment focuses & Framework objectives Reading AF3: 8R3 Reading AF5: 8R5 Speaking and listening AF5: 8S&L15</p>	<p>Activity 1: Characters and themes</p> <ul style="list-style-type: none"> Prior to reading Chapter 19, pupils work in small groups. Distribute Resource sheet 10, which contains instructions on the card sort task, and sets of cards from Resource Sheet 11. Pupils work through Resource sheet 10, exploring links between themes and characters. (Opportunity for guided work.) <p>Activity 2: Work in role</p> <ul style="list-style-type: none"> In the same groups, pupils construct freeze frames of Chapter 19 showing the tensions and relationships between the characters. Pupils can add thought-tracking if they wish. For example, as a group shows an upset Moose with Piper, a key phrase, such as 'It was Piper's idea' could be spoken by a member of the group. If they haven't already done so, groups then add a freeze frame of Warden Williams and Piper at the end of Chapter 19. What does it show? Finally, groups add a fourth freeze frame of Moose and his father at the end of Chapter 20. Ask viewers to comment on the similarities and differences between these images of Moose and Piper and their fathers.

Section & Resources	Features to explore during reading	Learning targets	Activities
<p>Chapters 21-27 <i>A gap in the fence is a magnet. It just is.</i></p> <p>Resources Resource sheet 12 (OHT) Resource sheet 13 (OHT) Resource sheet 14 Copies of: the first three paragraphs of Chapter 21, the last four paragraphs of Chapter 25 and the closing paragraphs of Chapter 26, from 'Hey, Moose'. Pens for annotation Individual whiteboards or own notebooks</p>	<ul style="list-style-type: none"> The dramatic and tense end to this section when Natalie is lost. Stylistic features – how these echo how people speak, poetic rhythm, sentence fragments. 	<p>Learning focuses To be able to:</p> <ul style="list-style-type: none"> demonstrate the impact of sentence variety in shared reading and writing and display examples use a range of sentence structures and other word and sentence level features to create specific effects. <p>Assessment focuses & Framework objectives Reading AF5: 8W8 Writing AF5: 8Sn2</p>	<p>Activity 1: Analysing style and language</p> <ul style="list-style-type: none"> Model close reading the extract from <i>My Brother's Ghost</i> by Allan Ahlberg, annotating key features at word and sentence level and their impact. There is a blank copy (Resource Sheet 12) for display and an annotated version (Resource Sheet 13) for reference. Pupils annotate key extracts from Chapters 21, 25 and 26, using the guidance on the first half of Resource Sheet 14. These annotations can be fed back when completed. This will help prepare pupils for the writing task in Activity 2. (Opportunity for guided work.) <p>Activity 2: Paragraph composition</p> <ul style="list-style-type: none"> Using stage two of Resource sheet 14 for guidance, in pairs pupils compose their own paragraphs about characters on individual whiteboards or in their notebooks. Ideally these should be pair-composed. <p>Extension</p> <ul style="list-style-type: none"> More able pupils can approach this activity from a different perspective. They could take one of the extracts from <i>Al Capone Does My Shirts</i> and create a grammatical structure as in stage two of Resource sheet 14 on which other students can base their paragraphs.

Section & Resources	Features to explore during reading	Learning targets	Activities
<p>Chapters 28-32 <i>We both keep to our space, never passing close to one another.</i></p> <p>Resources Resource Sheet 15 Resource sheet 16 Access to websites and text books Sugar paper</p>	<ul style="list-style-type: none"> The theme of self-denial, focussing on Moose's mother. Develop the idea of the prison metaphor. Explore who is in a prison in this story. How the transition between dialogue and narrative is handled (Chapter 29). 	<p>Learning focuses To be able to:</p> <ul style="list-style-type: none"> navigate through a variety of text and media-based resources reflect on and choose the appropriate reading strategies, matching strategy to purpose reflect on the metaphor of the prison and how it relates to the individual characters. <p>Assessment focuses & Framework objectives Reading AF2: 8R2, 8R5 Reading AF3: 8R4, 8R7</p>	<p>Activity 1: Reading strategies</p> <ul style="list-style-type: none"> Pupils list all the types of texts they have read today (at school, home etc). They reflect on the reading strategies they used and how different ones are used for different purposes. Pupils focus on any two of these texts and compare and contrast how these were read and the strategies they used (e.g. skim reading/close, focused reading/prediction). <p>Activity 2: Research</p> <ul style="list-style-type: none"> Pupils use Resource Sheet 15 to reflect on research skills and sources, navigation of websites etc. The websites below have links to information about Al Capone which can be provided to pupils as you wish. They could write down one fact and one opinion about Al Capone from each site. Ask them: <ul style="list-style-type: none"> Which was the easiest website to navigate? What reading strategies did you use when reading the website? How are these different from the strategies that you use when reading the novel? <p><i>Websites about Alcatraz</i> http://www.alcatrazhistory.com http://www.nps.gov/alcatraz</p> <p>Activity 3: Thinking 'outside the box'</p> <ul style="list-style-type: none"> Pupils explore and discuss how the metaphor of the prison relates to different characters. Use Resource Sheet 16 to guide them through the process. (Opportunity for guided work.)

Section & Resources	Features to explore during reading	Learning targets	Activities
<p>Chapters 33-37 <i>The world isn't going to kiss your boots because you learned to think.</i></p> <p>Resources Resource sheet 17 Grid enlarged for completion Sticky notes</p>	<ul style="list-style-type: none"> Compare to earlier sections focussing on how characters have developed, what has changed, e.g. compare the Warden and the way he speaks now with earlier in the book. 	<p>Learning focuses To be able to:</p> <ul style="list-style-type: none"> demonstrate understanding of subject matter, using abstract concepts retrieve and summarise relevant information use a range of reading strategies to reflect on the text, including predicting and reflecting on text and building mental images. <p>Assessment focuses & Framework objectives Reading AF3: 8R5 Reading AF4: 8R10</p>	<p>Activity 1: Prediction</p> <ul style="list-style-type: none"> Prior to reading Chapters 33–37, ask pupils to make predictions. There is a lot of emphasis on how Moose, Natalie, their parents and other key characters behave in Chapters 33 to 37. It is Natalie's last chance to be given a place at the Esther P Marinoff School. Before they read these chapters, discuss how they think Moose and his parents will react if she gains a place. How will they react if she doesn't gain a place? <p>Activity 2: Close reading of characters' behaviour</p> <ul style="list-style-type: none"> Using Resource Sheet 17, pupils annotate the text, and follow-up with group discussion and reflection. (Opportunity for guided work.)

Section & Resources	Features to explore during reading	Learning targets	Activities
<p>Chapter 38–end <i>I dig my fingers in the pocket and pull out a torn scrap of brown paper.</i></p> <p>(Assessed outcome 2)</p> <p>Resources Resource sheet 18 Resource sheet 19 Copies of Chapters 31, 38, 39 and 40 Space to work in groups of 8</p>	<ul style="list-style-type: none"> The reader is almost invited to like Piper towards the end. Does the reader want her to become any more likeable than this? It could be said that the adult who turns out to be the most 'good' is Al Capone. Explore his role in the novel: even though he is in the background, he is central to the text throughout in his role as legend and later <i>deus ex machina</i>. Look at the meaning of the title. Consider how a writer can take fact and turn it into fiction by thinking about the 'what ifs'. 	<p>Learning focus To be able to:</p> <ul style="list-style-type: none"> evaluate what impact a text has on its reader through its organisation and development, as well as its sentences and words use appropriate vocabulary when discussing the writer's style and techniques recognise some of the ways in which speakers make choices to influence the listener take account of the roles of others structure performances to explore issues with others in role. <p>Assessment focuses & Framework objectives Reading AF3: 8R10 Reading AF4: 8R13 Speaking and listening AF2: 8S&L1 Speaking and listening AF5: 8S&L16</p>	<p>Activity 1: Plot devices</p> <ul style="list-style-type: none"> Pupils consider the role of the <i>deus ex machina</i> using the guidance on Resource sheet 18. <p>Activity 2: Preparing for assessment</p> <ul style="list-style-type: none"> Use section 4 of Resource Sheet 18 to prepare for self-assessment. <p>Activity 3: Drama Presentations</p> <ul style="list-style-type: none"> Distribute Resource sheet 19, which has very detailed tasks for groups to work through with your support. Through drama approaches, pupils explore relationships, issues and characters and the role of the reader, the narrator and the writer. This leads to a group presentation about the writer's intention and our view as the reader.

Pupil Resource Sheet 1

Predicting Moose

All of these quotations are taken from the first six chapters of *Al Capone Does My Shirts*.

- 1 Read the quotations and draw a line between any you think are connected for any reason. Annotate the quotations to show why you think they are linked.
- 2 Look at the quotations again. Consider:
 - What do we learn about the voice (who is telling the story)?
 - How does the writer make us think this?
 - Why is the narrative told in the present tense?

I came here because my mother said I had to.

I don't like getting into trouble.

*Good Moose.
Obedient Moose.*

'How could you send her to that place without a blanket?'

I touch her elbow and try to sound like Dad. 'Everything is going to be alright.'

I was born responsible. It's a curse.

I'd really like to give this Piper girl a pounding.

My face turns red just looking at her. She's a looker.

Emergency alert! Emergency alert! Moose Flanagan played for a sucker right before his very eyes.

Nobody tells me anything.

Does she smell weakness on me?

I never know whether I am going to sound like Mickey Mouse or the giant on top of the beanstalk.

I've been mad at everyone except Natalie.

Pupil Resource Sheet 2

The girl next door

<p>Flanagan family</p>	<p>Connectives for comparing and contrasting</p> <p><i>On the other hand</i></p> <p><i>Whereas</i></p>	<p>Williams family</p>
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Pupil Resource Sheet 3

Happy endings?

Task 1

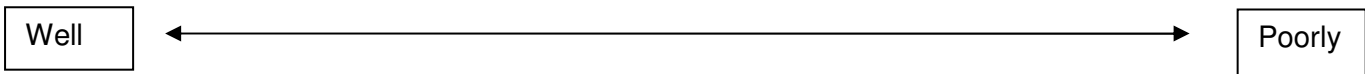
In Chapter 1, Moose says:

But apparently nobody cares, because now I am Moose Flanagan, Alcatraz Island Boy – all so my sister can go to the Esther P. Marinoff School, where kids have macaroni salad in their hair and wear clothes inside out and there isn't a chalkboard or book in sight.

What does Moose think about the Esther P. Marinoff School? Explain what makes you think this to your partner.

Task 2

- 1 Individually, read Chapters 10 and 11. As you read, highlight anything that tells you how Moose, his mother and his father are feeling about Natalie's latest rejection.
- 2 Place Moose, his father and his mother on the continuum below, according to how well you think that they take the news about Natalie's rejection by the school.
- 3 Share your continuum with your neighbour and discuss any differences.



Task 3

- 1 Re-read Chapter 11 and make a list of all the different 'cures' that Moose's mother has tried for Natalie.
- 2 What do these tell us about his mother's state of mind?

Task 4

Read the extract below, from pages 66-67, written from Moose's point of view. In pairs, find examples of the following features in this extract:

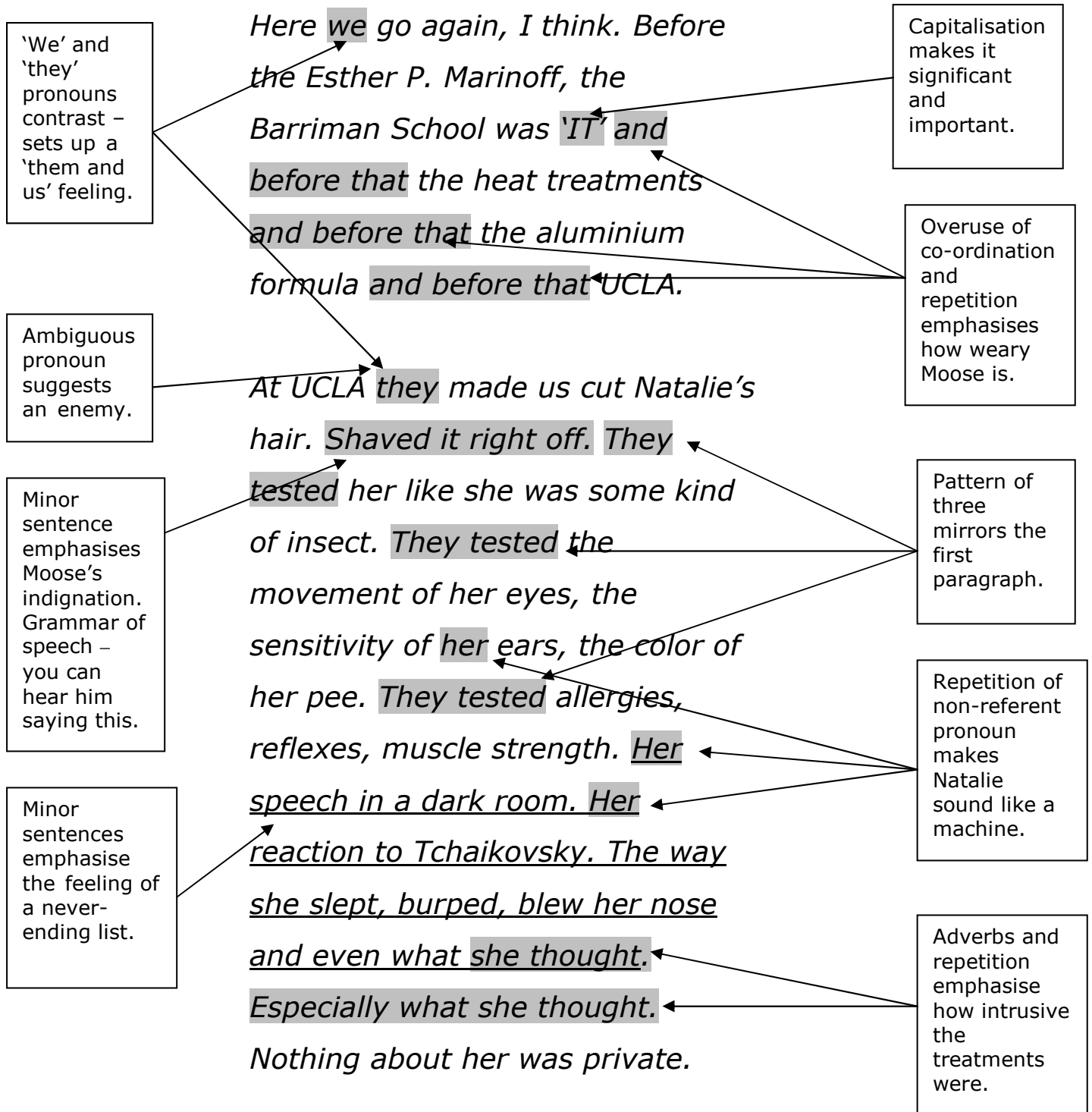
- The overuse of the coordination 'and'
- The pronouns 'they' and 'her'
- Minor sentences
- Lists
- Repetition of adverbs and verbs.

Here we go again, I think. Before the Esther P. Marinoff, the Barriman School was 'It' and before that the heat treatments and before that the aluminium formula and before that UCLA.

At UCLA they made us cut Natalie's hair. Shaved it right off. They tested her like she was some kind of insect. They tested the movement of her eyes, the sensitivity of her ears, the color of her pee. They tested allergies, reflexes, muscle strength. Her speech in a dark room. Her reaction to Tchaikovsky. The way she slept, burped, blew her nose and even what she thought. Especially what she thought. Nothing about her was private.

Teacher Resource Sheet 4 (OHT)

Happy endings: Pages 66-67 (annotated)



Pupil Resource Sheet 5

Speaking and Listening Criteria

Task

- 1 Look through this grid before you start the speaking and listening activity on autism. Complete the grid in pencil, thinking about your skills in each area.
- 2 Complete the activity. As you work, try to use these skills.
- 3 Fill in the grid again after you have completed the activity, reflecting on how you did.

Do I:	Always	Sometimes	Rarely
Use appropriate specialist vocabulary			
Structure my talk with clear, effective opening and closing paragraphs			
Develop an explanation of complex ideas in a series of logical paragraphs, joined by connectives			
Speak with clarity so that the audience understands what I am saying			
Make my purpose clear to the audience			
Use expression to engage the audience			
Use a style appropriate to the audience			
Make choices to influence the audience			

Pupil Resource Sheet 6

How much do you know about autism?

Task

This sheet is designed to help you complete a speaking and listening task about autism, one of the key themes of the novel.

- 1 On your own, complete the KWL grid below, using your *current* knowledge of autism.

What I know	What I want to know	What I have learned	How have I learned it
		About autism	
		About group presentations	

- 2 Now work in groups of four. Share what you have written in the 'what I know' and 'what I want to know' columns.
- 3 Divide up the questions that you have between you. Individually, research the answers to the questions, using the resources provided by your teacher. Remember to *take notes* as you will need to feedback to your group.

Pupil Resource Sheet 7

Your presentation

This sheet sets out the process for completing an oral presentation to the rest of the class about autism.

Task

- 1** You are now going to prepare a short oral presentation about autism. In your group, decide what will be the key headings for your explanative/informative talk to your peers. If you were planning a piece of writing, these would be your paragraph headings. Note down your headings.
- 2** Now organise your ideas under these headings. These will form the basis for your talk. Add some connectives to join your ideas together. You may find it helpful to use sticky notes – you can move these around easily until you are happy with the final outcome.
- 3** Decide how you are going to introduce and conclude (end) your talk. Your conclusion should include a brief summary of what you have learnt about autism since you began this activity.
- 4** Now rehearse! Don't write lots of notes – just use the sticky notes as prompts as you speak.
- 5** Present your talk to another group of four and listen to their talk. Use the criteria on **Resource sheet 5** to assess each other's performance and give feedback. Did your groups learn different things? Were your ideas organised differently?
- 6** Individually, complete the 'what I have learned' column. Finally, complete the 'how have I learned it' column. What strategies did you use that enabled you to learn about a new topic? Think about the range of talking and thinking that you have done today and who you have done it with.

Pupil Resource Sheet 8

Tracing ideas

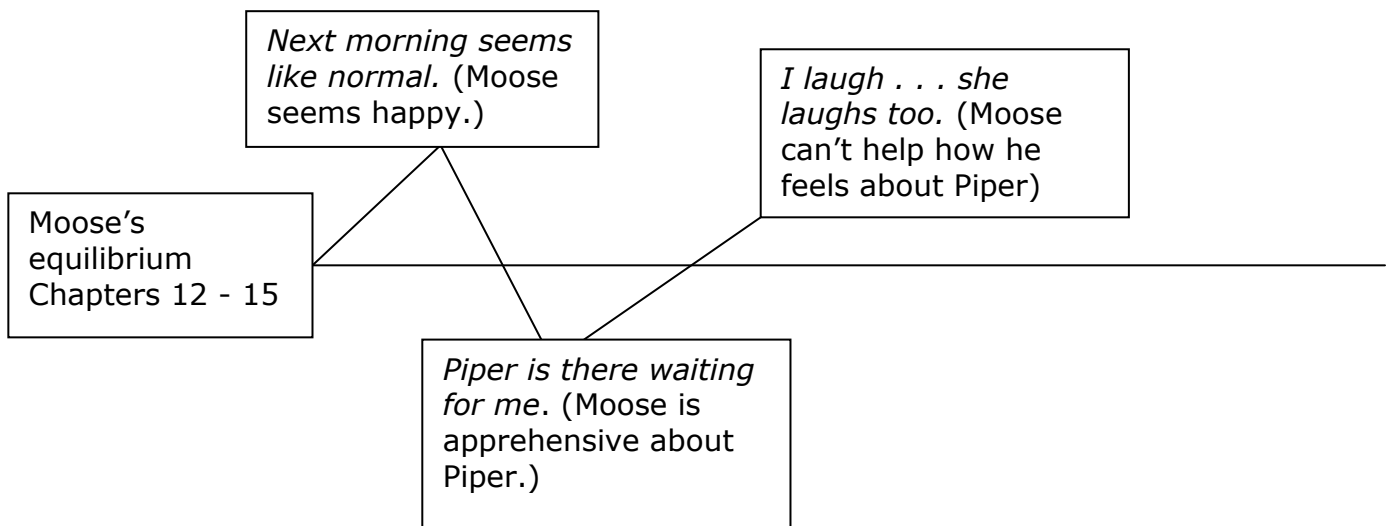
Task

The aim of this task is to help you trace how ideas are developed in texts. Work through the activities below.

- 1 Look up the word 'equilibrium' in a dictionary and write down the definition.
- 2 Read Chapters 12 to 15. Make a brief list of all the things that Moose has to contend with.
- 3 Make a list of all the different emotions that Moose experiences in Chapters 12 to 15. For each one, note down:
 - the emotion that Moose is feeling
 - what makes him feel this way
 - how we know this.

Find quotations to support your ideas. Explain how these quotations show us this is how Moose feels.

- 4 Think about how you could present the information you have gathered about Moose's emotions. For example, you could draw a line and then add the notes either side depending on Moose's changing feelings. Place notes above the line for when he is feeling good, and below the line for when he is not. Either using the model below, or your own ideas, present the information you have gathered.



Pupil Resource Sheet 9

Linking points to evidence

You can use the frame below to help you link your points to evidence when writing about a text. You need to back up your points with evidence in order to achieve a level 5.

<p>POINT: what the writer does</p> <p>The writer shows this by . . . describes . . . as . . . uses . . . to . . . compares . . . to/with suggests that . . .</p>
<p>EXAMPLE/evidence from the text</p> <p>For example, 'quotation' For instance, 'quotation' This is illustrated when . . . This is highlighted when . . .</p>
<p>EXPLANATION: what effect this has on you, the reader</p> <p>This/which. . . creates the/an impression of/that . . . shows that . . . emphasises that . . . makes the reader feel that . . . suggests that . . .</p>

Example:

At the beginning of Chapter 12, Moose feels quite happy. The writer shows this by describing the breakfast scene as normal, for example, 'The next morning seems just like normal, with Natalie watching the sun rise and then asking for lemon cake.' This suggests that Moose is tired of the swings in emotions that his family feels. He would just like everything to be on an 'even keel' so that he knows where he is. However, the word 'seems' suggests that he is not convinced that things are normal. To an outsider, eating lemon cake for breakfast is not normal.

Pupil Resource Sheet 10

Linking characters and themes

Task

You are going to focus closely on Chapter 19, drawing links between the characters and the themes. You will then work in role to explore these links.

Work in small groups.

- 1 You will be given a complete set of the nouns used in Chapter 19. Repeats have been removed.
- 2 On a piece of sugar paper, group the nouns in whatever groups seem appropriate. Draw a circle around each group.
- 3 What themes emerge? In each circle write down the theme.
- 4 Now write in the circles the characters' names that you would associate with each group of words.
- 5 What links can you make between the characters and the themes?
- 6 Having looked at the nouns, what themes do you think will be most important in Chapter 19? What do you think might happen in this Chapter?
- 7 Read Chapter 19.
- 8 How could you show the links between the themes and the characters? Using your sheet of sugar paper, create a collage of images, words, connections, and responses to this chapter. Display these around the classroom. Look at each other's collages and discuss what they represent.
- 9 How many different ways have you made notes since beginning to read *Al Capone*? What are they? Which has suited you best?

Resource sheet 11

Card sort sheet

day	school	post made of cement	lunch	cafeteria	library	friend
letter	envelope	door	money	candy	store	home
buttons	afternoon	dock	feathers	stones	assignment	face
handkerchief	dollars	cents	pleasure	share	Italian dinner	double feature
movies	month of swims	bunch of rides	streetcars	tickets	piles	warden
words	lips	roller skates	sound	shoes	moms	toddlers
command	mouths	homework	chest	trouble	name	office
switchback road	wind	eucalyptus trees	buoys	boat horn	toes	steps
house	silence	voice	gulls	window	floor	spines
book	spectacles	shirt pocket	inmate	son	daughter	gangster

imagination	details	idea	operation	great city	maximum security penitentiary	shenanigans
taste	behaviour	prisoners	flesh	blood	association	brother
judge	club	attention	room	Air	noses	jacket pocket
explanations	eyebrows	leg	shoulders	Arm	laundry	tongue
teeth	patience	culpability	young lady	truth	pick	side
hand	bookshelf	ice	eyes	children	criminals	uprising
cell house	pennies	math	amount	quiet	desk	coins
nickels	direction	laws	yesterday	kids	island	time
life	rules	authority	greed	silliness	judgement	excuses
fathers	severance	pay	tone	family	mother	dad
baby	world	lip	tears	coat	discussion	classmates
buddy	slime	sister	head	parents	arrangements	sight

Teacher Resource sheet 12 (OHT)

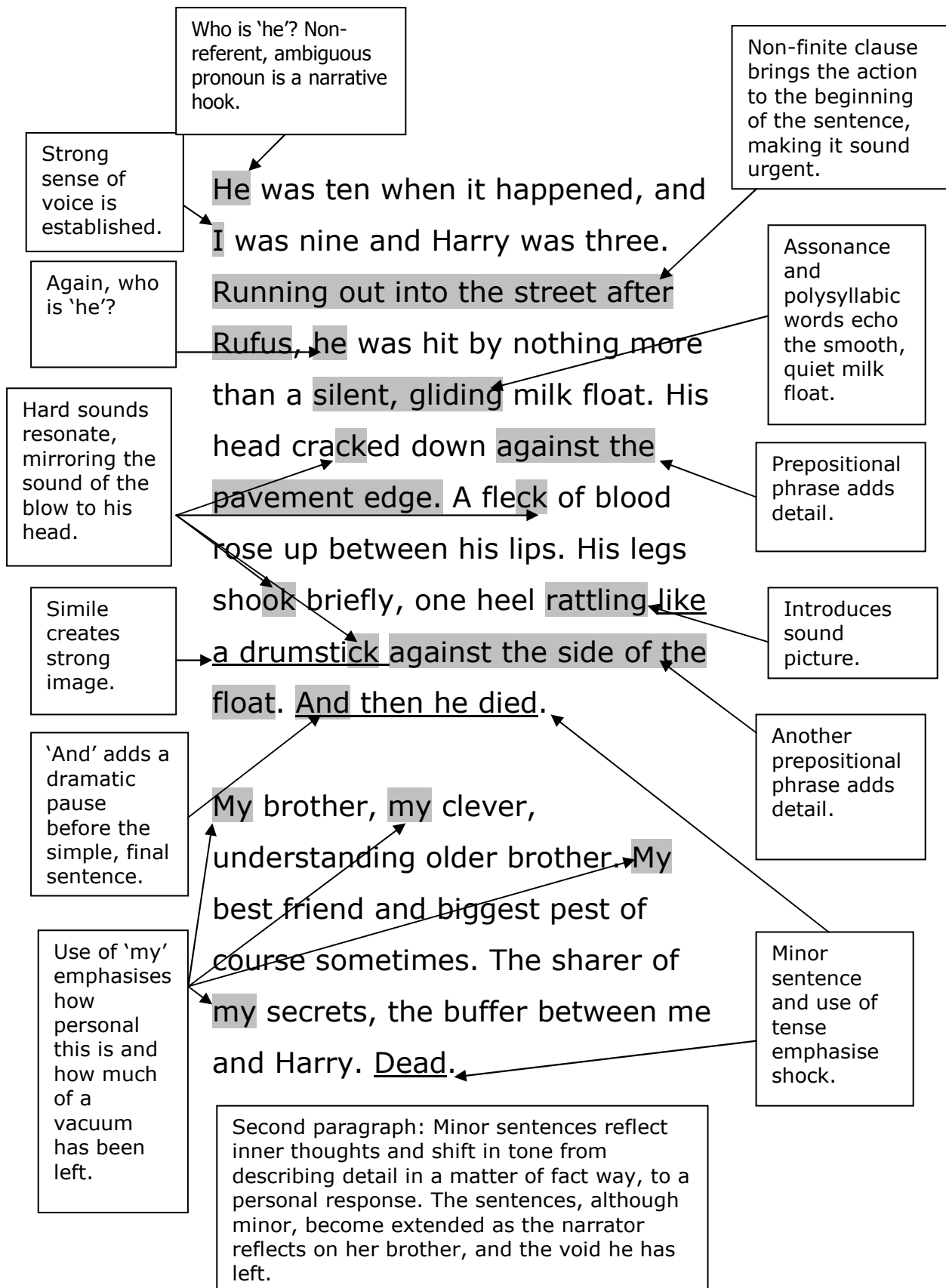
Extract from *My Brother's Ghost* by Allan Ahlberg

He was ten when it happened, and I was nine and Harry was three. Running out into the street after Rufus, he was hit by nothing more than a silent, gliding milk float. His head cracked down against the pavement edge. A fleck of blood rose up between his lips. His legs shook briefly, one heel rattling like a drumstick against the side of the float. And then he died.

My brother, my clever, understanding older brother. My best friend and biggest pest of course sometimes. The sharer of my secrets, the buffer between me and Harry. Dead.

Teacher Resource sheet 13 (OHT)

My Brother's Ghost (Annotated version)



Pupil Resource sheet 14

Paragraph structures

You are going to work on a selection of extracts from the novel. Work in a group of six.

Task 1

- 1 Divide your group into three pairs.
 - Pair A will work on the first three paragraphs of Chapter 21.
 - Pair B will work on the last four paragraphs of Chapter 25.
 - Pair C will work on the closing paragraphs of Chapter 26, from 'Hey, Moose.'
- 2 Re-read these sections. Using the model your teacher has demonstrated with the extract from *My Brother's Ghost*, annotate the section of text you are working on. Consider:
 - What are the key features of the author's narrative style?
 - What effect do they have on the reader?
- 3 Compare your ideas with another pair. Did you notice different features in the different extracts?
- 4 In your group of six, look back at the narrative features Allan Ahlberg used in *My Brother's Ghost*. How many of these did Jennifer Choldenko use in the extracts you have just read? Write a list of the narrative features that **both** writers used.

Task 2

- 1 Working in pairs, write two paragraphs about a character from *Al Capone Does My Shirts* using the following structure, based on the extract from *My Brother's Ghost*.

Paragraph 1

- Begin with a pronoun to introduce a character and write a compound sentence.
- Add a complex sentence with the clause at the front.
- Add a simple sentence.
- Add a simple sentence that begins with a conjunction e.g. *and*, *but*.

Paragraph 2

- Write three noun phrases as minor sentences about the character.
- Write a one word minor sentence.

- 2 Share your work with the other pairs. How has your reading helped you with your writing today?

Pupil Resource sheet 15

Alcatraz Chart

Task

- 1 Fill in this QUAD grid. If you need more space, copy it out onto a larger piece of paper.

Questions I have about Alcatraz	Answers to my questions
Details (other information that I want to use)	Source (where I found my information)

- 2 Think of three questions about Alcatraz and life on the island that you would like to know the answer to. Write these in the top-left box.
- 3 Where could you find the answers to these questions? In pairs, create a spider diagram of all the places you can carry out research (you could include the author's notes).
- 4 Now do your research. When you have found your answers, complete the rest of the grid. Try to include one website as a source. Your teacher will suggest some websites. Remember: it is very important that you say *where* you found your information.

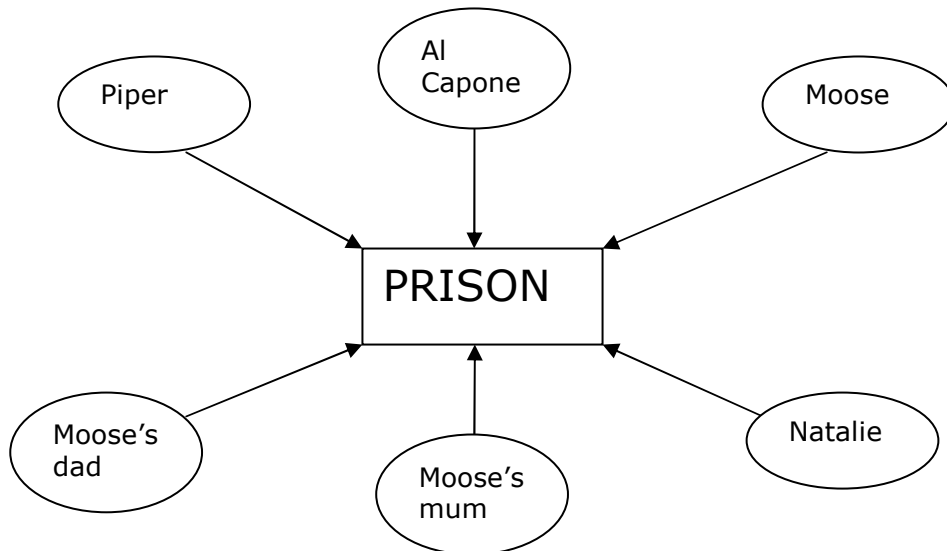
Pupil Resource sheet 16

Prison description

Task

The focus of this resource sheet is to explore who is in prison on Alcatraz. It may not be as obvious as you think! Work through these questions to find out.

- 1 In Chapter 19 Mrs Del S. Peabody III describes the prison on the island of Alcatraz as a 'maximum security federal penitentiary' (page 116). The definition of a penitentiary is a 'place for the confinement of persons in lawful detention'. What other words can you think of for penitentiary?
- 2 In pairs, write the word 'prison' in the middle of a sheet of sugar paper. Around this word write the names of the key characters to make a spider diagram e.g.:



- 3 It could be said that all of these characters are 'in prison' to some degree. Of course, not all of these prisons are actual buildings with bars on the windows; some are metaphorical prisons. With your partner, discuss the following questions:
 - What do we mean by a 'metaphorical prison'?
 - Which of these characters is in a 'metaphorical prison'? Explain why.
 - Is the prison of the character's own making?

- 4 Look at the quotations below. What do they tell us about the metaphorical prisons that the characters are living in? Annotate the quotations below explaining your answers.

A haze rises from the bay like a wall of gray closing me off from everything
(Chapter 2, page 10)

It's living on a stupid island. It's like a prison.
(Chapter 8, page 50)

It's a curse
(Chapter 3, page 17)

'Open up, Moose.'
(Chapter 30, page 179)

'Natalie is, I would say, unresponsive.'
(Chapter 11, page 70)

With the tightness surrounding her she feels safe, secure somehow.
(Chapter 30, page 180)

- 5 Now find some quotations of your own which develop this theme.
- 6 Make notes on your spider diagram about the kind of 'prison' each character lives in and why they are there. Include one quote to support your point.
- 7 Compare your spider diagram with another pair. Discuss any differences

Pupil Resource sheet 17

Behaviour Chart

Task

- 1 Work in groups of six. Read Chapters 33 to 37 individually. As you read, you should each chart the behaviour of **one** of the following characters: Moose, his mother, his father, Natalie, Piper, and the Warden. Jot down descriptions in the text of your character's behaviour on sticky notes. Stick the notes in the right column. Some examples are given below.

Moose	Mother	Father	Natalie	Piper	Warden
I roll my eyes.	<p><i>..behaves as if her nerves have rotted and fallen apart like old rubber bands.</i></p> <p><i>She tells me in a low voice...</i></p> <p><i>She sighs...</i></p> <p><i>She pats my shoulder...</i></p> <p><i>Her voice cracks</i></p>		<p><i>Natalie doesn't move except to dig her chin into her collarbone</i></p>		

- 2 When you have finished, explain to the rest of your group how your character feels as these chapters progress. Are there any surprises? Did your character behave how you anticipated they would when the news came that Natalie hadn't gained the place it was thought she needed?
- 3 In your group, discuss which characters, if any, have changed. How have they changed? Which characters have changed the most? Find examples of how they behaved previously and compare them to how they behave now.
- 4 Look back at the predictions you made about the impact the differences between each family would have on the story. Were your predictions right?

Pupil Resource Sheet 18

Group Presentation

I dig my fingers in the pocket and pull out a torn scrap of brown paper.

Task

The outcome of this activity will be a group presentation. This will focus on how you work together as a group as you interpret the ending of *Al Capone*.

- 1 Read Chapters 38 to 40. Then, read this definition of the Latin phrase *deus ex machina*:

Deus ex machina

- a) In Greek and Roman drama, a god lowered by stage machinery to resolve a plot or extricate the protagonist from a difficult situation.
- b) An unexpected, artificial, or improbable character, device, or event introduced suddenly in a work of fiction or drama to resolve a situation or untangle a plot.
- c) A person or event that provides a sudden and unexpected solution to a difficulty.

- 2 In pairs, discuss who or what you think is the *deus ex machina* in *Al Capone Does My Shirts*? Explain your thinking.
- 3 Join up with another pair to make a group of four. Compare your ideas. Discuss any differences.

- 4 Now look at the criteria for the assessments. These are assessment criteria that you have already used. Are there any that you are unclear about? Look back at your previous assessments and focus on the 'a little' ticks. These are the areas where you can make quickest progress. Choose one to be your target. Discuss with a partner what you could do to do to achieve this target. If you are not sure, ask your teacher.
- 5 Look through the two tasks on **Resource Sheet 19**. Decide which criteria will be used for each task.

Criteria	Did I do this?		
	Yes	A little	Not at all
Use appropriate specialist vocabulary			
Structure the presentation with clear, effective opening and closing paragraphs			
Speak with clarity so that the audience understands what I am saying			
Make my purpose clear to the audience			
Use expression to engage the audience			
Use a style appropriate to the audience			
Show an understanding of characters and their behaviour			
Analyse the features and effect of language			
Show an understanding of ideas, themes and issues			
Illustrate by evidence from the text, picking out key words or phrases			
Show a considered personal view			

Pupil Resource Sheet 19

Final Tasks

Task 1: Positioning the narrator, writer and reader

- 1 In a group of four, reread Chapter 31, where Moose talks to his Dad about Natalie.
- 2 Divide into pairs. One pair should 'sculpt' the other pair and create a freeze frame of the moment when Moose asks his dad why he always does what his Mom tells him to.
- 3 Moose is the narrator of the novel. Think about our viewpoint as the reader. Do we feel 'closer' to Moose or his dad? If you, the reader, stood in this scene, where would you stand? Why? Try it. Agree where you would place the reader and the writer in this freeze frame.
- 4 Swap roles with the other pair in your group. Create a freeze frame of the moment when his dad tells him that Natalie's autism wasn't Moose's fault. Again, agree where you would place the reader and the writer in this freeze frame. Have these positions changed? If so, why?
- 5 Join together with another group to make a group of eight. Create a freeze frame of the moment in Chapter 39 when Moose and Piper get off the boat. Waiting for them are the warden, Moose's parents, Natalie and Theresa. Take on a role each. When your teacher walks towards you, come to life. Each character should speak their thoughts in turn and in role.
- 6 Now add Al Capone, the eighth character, to your freeze frame. Where would you place him in relation to the other characters? What would your character say to him? What would he say to your character?
- 7 In your groups, discuss how the characters have changed since Chapter 31. What is your final view of each character?

Task 2: Group presentation

- 1 In a group of four, prepare a short presentation about *Al Capone Does My Shirts* for the rest of your class. You should include the following:
 - a dramatic interpretation of your favourite moment in the novel, followed by an explanation of why you liked this moment
 - a personal view about the novel
 - whether you would recommend *Al Capone Does My shirts* to your friends
 - what you think the writer's intention in writing the novel was and whether she fulfilled it.
- 2 Look at your assessment and see how much progress you have made. Set yourself a new future target.

Pupil Resource Sheet 20

Assessment criteria

Assessment 1A

See **Student Resource Sheet 4** – group explanation of autism.

SL1 Reflect on the development of ability as speakers and identify areas for improvement

Criteria	Did I do this?		
	Yes	A little	Not at all
Use appropriate specialist vocabulary			
Structure the presentation with clear, effective opening and closing paragraphs			
Speak with clarity so that the audience understands what I am saying			
Make my purpose clear to the audience			
Use expression to engage the audience			
Use a style appropriate to the audience			
Show an understanding of characters and their behaviour			
Analyse the features and effect of language			
Show an understanding of ideas, themes and issues			
Illustrate by evidence from the text, picking out key words or phrases			
Show a considered personal view			

Assessment 1B

See Resource sheet 9 – interpreting reading, writing reflectively

R10 Analyse the overall structure of a text to identify how key ideas are developed.

To achieve a level 5, I will need to:	Did I do this?		
	Yes	A little	Not at all
Show an understanding of characters and their behaviour			
Analyse the features and effect of language			
Show an understanding of ideas, themes and issues			
Illustrate by evidence from the text, picking out key words or phrases			
Show a considered personal view			

Assessment 2 (over two lessons)

See resource sheet 11- collaborative presentation and interpret a text

R10 Analyse the overall structure of a text to identify how key ideas are developed.

R13 Read a substantial text, revising and refining interpretations of subject matter, style and technique.

SL1 Reflect on the development of ability as speakers and identify areas for improvement

SL16 Collaborate in, and evaluate, the presentation of dramatic performances, scripted and unscripted, which explore character, relationships and issues.

Guidelines for assessing reading task

Positioning the narrator, writer and reader

	AF3 – deduce, infer or interpret information, events or ideas from texts.	AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.
Level 3	<p>From some parts of the novel:</p> <p>Responses show meaning established at a literal level, but little sense of meanings beyond this</p> <p>Straightforward comment based on a single point of reference</p> <p>Responses based on personal speculation rather than reading of the text</p>	<p>From some parts of the novel:</p> <p>A few basic features of organisation at text level identified, but with little or no supporting comment e.g. <i>can say simply what the purpose of the organisation as a whole is, with no evidence or more specific references</i></p>
Level 4	<p>From some parts of the novel:</p> <p>Comments make inferences based on evidence from different parts of the novel e.g.</p> <p><i>This is like the time when Moose tells his dad about the convict</i></p> <p>Inferences often correct, but comments not always rooted in the text, or retelling narrative</p> <p><i>I think that his dad is changing.</i></p>	<p>From some parts of the novel:</p> <p>Some structural choices identified with simple comment e.g.</p> <p><i>It is written in present tense – this makes it feel like it is happening now.</i></p> <p>Some basic features of organisation at text level identified e.g.</p> <p><i>The dates at the top help me follow the story.</i></p>
Level 5	<p>From some parts of the novel erpt:</p> <p>Comments develop explanation of inferred meanings drawing on evidence from across the novel e.g.</p> <p><i>This is like the time when Moose tells his dad about the convict – and his dad listens to him</i></p> <p>Comments make inferences and deductions based on textual evidence</p> <p><i>He says he touches his arm. I think this means that Moose's dad is changing.</i></p>	<p>From some parts of the novel:</p> <p>Comments on structural choices show some general awareness of the author's craft e.g.</p> <p><i>The use of the present makes me feel like I am there, when it is happening.</i></p> <p>Various features of organisation at text level, including form, are clearly identified with some explanation e.g.</p> <p><i>The use of dates and times at the front of each chapter helps the reader to follow the timeline of the story.</i></p>

<p>Level 6</p>	<p>From some parts of the novel:</p> <p>Comments securely based in textual evidence and identify different layers of meaning with some attempt at detailed exploration of them e.g.</p> <p><i>This is like the time when Moose tells his dad about the convict. His dad listens to him. He says 'What happened?' He wants to know more and is prepared to give him the time.</i></p> <p>Comments consider the wider implications or significance of information, events or ideas e.g.</p> <p><i>This change in Moose's father shows that his attitude towards Natalie is changing. He thinks that too much time is spent focused on her. Now it is Moose's turn.</i></p>	<p>From some parts of the novel:</p> <p>Some detailed exploration of how structural choices support the writer's theme or purpose e.g.</p> <p><i>The story is written in present tense. This lends immediacy to the story and impacts on the way we respond as a reader.</i></p> <p>Comment on how a range of features relating to organisation at text level contribute to the effects achieved e.g.</p> <p><i>The use of time and dates helps the reader to locate themselves in the story and to help us understand the speed at which things happen.</i></p>
<p>Level 7</p>	<p>From some parts of the novel:</p> <p>Comments securely based in textual evidence and interpret different layers of meaning through detailed exploration e.g.</p> <p><i>The gesture where his dad touches him on the arm, in Chapter 28 'He touches my arm gently' shows that he is ready to listen to Moose. This sets the reader up for Chapter 31 – we can see that his dad is changing his attitude and that he is resolved to make things better for Moose.</i></p> <p>Comments show appreciation of the wider implications or significance of information, events or ideas e.g.</p> <p><i>This change in attitude belies a much bigger shift in the mindset of Moose's dad; this isn't just about him, but is about the changing family dynamic.</i></p>	<p>From some parts of the novel:</p> <p>Detailed exploration of how structural choices support the writer's theme or purpose e.g.</p> <p><i>The clever use of present tense enables the reader to place themselves within the story. It gives immediacy to the events, as if things are happening to us as we read. This enables us to identify and empathise with the characters.</i></p> <p>Skilful and judicious comment evident on how a range of features relating to organisation at text level contribute to the effects achieved e.g.</p> <p><i>The chronology of the story is charted through the use of identified times at the front of each chapter. This helps the reader to contextualise the events and places us clearly in the time frame.</i></p>