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TABLE 1
A List of Affective Ladders With Corresponding Student Objectives

<p>Ladder E Emotional Intelligence</p>	<p>Using Emotion</p> <p>Discuss how one might channel emotions into a creative outlet and use emotions to create change or for a specific purpose or goal through literary texts or situations.</p>	<p>Expressing Emotion</p> <p>Explain how emotions are conveyed through the use of literary elements in a text and convey one's own emotions in positive ways.</p>	<p>Understanding Emotion</p> <p>Identify and understand different emotions and emotional language used to convey a message.</p>
<p>Ladder F Coping With Adversity and Challenge</p>	<p>Facing Adversity and Challenges</p> <p>Create or articulate solutions and discuss implications for facing adverse situations and challenges in a productive way.</p>	<p>Analysing Adverse Situations and Conditions</p> <p>Explain how adverse situations in self and others contributes to varying conditions and outcomes.</p>	<p>Recognising Adversity and Challenge</p> <p>Recognise adversity and challenge expressed in fictional and real-life texts and situations; explain how these challenges affect the individuals involved.</p>
<p>Ladder G Risk-Taking</p>	<p>Engaging in Productive Risk-Taking</p> <p>Design or explain a plan for productively engaging in healthy risks that promote one's achievement.</p>	<p>Considering Multiple Perspectives</p> <p>Articulate, seek or review multiple perspectives, ideas or situations and weigh the outcomes.</p>	<p>Identifying and Calculating Risks</p> <p>Identify potential risks in a situation and discuss the potential cause and effects of such risk on one's situation or outcome.</p>
<p>Ladder H Developing Identity</p>	<p>Actualising Potential to Advance a Goal</p> <p>Create unique ideas, plans and products that show an understanding of one's identity and how that identity allows for goal attainment.</p>	<p>Understanding Roles and Affiliations</p> <p>Discuss how one's role and affiliation (or perception of their role/affiliation) supports or inhibits their personal growth.</p>	<p>Knowing Oneself</p> <p>Explain fictional and individual characteristics and traits and assess the strengths and weaknesses of each as part of recognising one's identity or how identity is crafted.</p>

TABLE 1, Continued.

<p>Ladder I Developing Empathy</p>	<p>Collaborating With Others Design collaboration plans or explain effective ways to collaborate or interact with others to achieve a specific purpose or goal.</p>	<p>Communicating and Responding to Others Communicate effectively in a variety of ways and in response to one's needs; consider others' ideas and perspectives as part of a communication plan.</p>	<p>Understanding Others' Needs and Values Identify and explain the needs of others through perspectives other than one's own; put oneself in another's situation and discuss ideas from that perspective.</p>
<p>Ladder J Stress Management</p>	<p>Creating a Plan for Management Create a plan for managing stressors that includes specific criteria and outcomes or critique the effectiveness of one's plan for managing stress.</p>	<p>Applying Stress Control Techniques Apply healthy ways to manage stress to various situations, scenarios or contexts.</p>	<p>Identifying Conditions/ Situations That Cause Stress Identify and explain conditions that cause stress in others and oneself.</p>
<p>Ladder K Achievement Motivation</p>	<p>Reflecting on Patterns of Achievement Develop attainable goals for long-term learning; synthesise patterns of achievement in oneself and others.</p>	<p>Assessing Strengths and Interests Explain how the use of one's strengths and interests contributes to one's achievement.</p>	<p>Identifying Barriers to Achievement Identify and explain personal and external barriers to achievement.</p>
<p>Ladder L Developing Talent and Excellence</p>	<p>Demonstrating High-Level Performance in a Given Area Create a new product, idea or plan for developing one's strengths and attaining goals.</p>	<p>Applying Learning to Practice Explain how to use or create opportunities and develop strengths to acquire knowledge; practise healthy habits for success and meeting one's own goals.</p>	<p>Recognising Internal and External Factors That Promote Talent Development Identify and explain personal and external factors that impede or promote talent development, including what is and is not in one's control.</p>

Short Stories and Media

Chapter 1 includes information on the selected readings or video suggestions and accompanying question sets for each short story or media selection. Each selection is followed by two sets of questions; each set is aligned to one of the eight sets of ladder skills.

For *Affective Jacob's Ladder, Years 4–5*, the skills covered by each selection are as follows:

Title	Ladder Skills
The Man, the Boy and the Donkey	F, H
<i>Wonder</i> Trailer	G, I
Music	G, J
Eleven	E, H
The Leaping Match	G, I
Gerri's Game	G, I
The Four Crafts-Men	I, K
Piper	F, G

The Man, the Boy and the Donkey

By Aesop

A man and his son were once going with their Donkey to market. As they were walking along by its side a countryman passed them and said: "You fools, what is a Donkey for but to ride upon?"

So the Man put the Boy on the Donkey and they went on their way. But soon they passed a group of men, one of whom said: "See that lazy youngster, he lets his father walk while he rides."

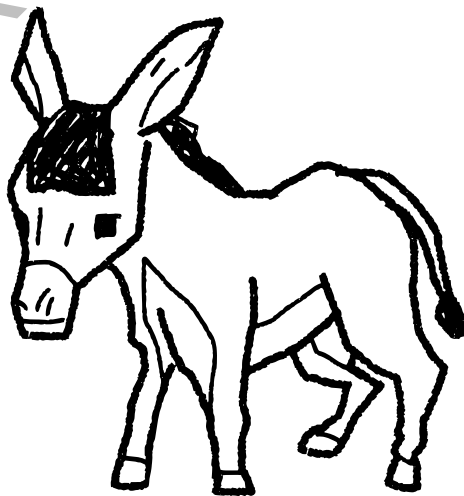
So the Man ordered his Boy to get off, and got on himself. But they hadn't gone far when they passed two women, one of whom said to the other: "Shame on that lazy lout to let his poor little son trudge along."

Well, the Man didn't know what to do, but at last he took his Boy up before him on the Donkey. By this time they had come to the town, and the passers-by began to jeer and point at them. The Man stopped and asked what they were scoffing at. The men said: "Aren't you ashamed of yourself for overloading that poor Donkey of yours – you and your hulking son?"

The Man and Boy got off and tried to think what to do. They thought and they thought, till at last they cut down a pole, tied the Donkey's feet to it, and raised the pole and the Donkey to their shoulders. They went along amid the laughter of all who met them till they came to Market Bridge, when the Donkey, getting one of his feet loose, kicked out and caused the Boy to drop his end of the pole. In the struggle the Donkey fell over the bridge, and his fore-feet being tied together he was drowned.

"That will teach you," said an old man who had followed them.

The moral: "Please all and you will please none."



Poetry

Chapter 2 includes selected poems and accompanying question sets for each selection. Each selection is followed by one or two sets of ladders and subsequent questions; each set is aligned to one of the eight sets of affective ladder skills.

For *Affective Jacob's Ladder, Years 4–5*, the skills covered by each selection are as follows:

Title	Ladder Skills
Success Is Counted Sweeter	K, L
Mending	K, L
The Fool's Song	E, J
Casey at the Bat	J, L
A Lazy Day	E, J
Winter Branches	E
From a Bridge Car	E

The Fool's Song

By William Carlos Williams

I tried to put a bird in a cage.
O fool that I am!
For the bird was Truth.
Sing merrily, Truth: I tried to put
Truth in a cage!

And when I had the bird in the cage,
O fool that I am!
Why, it broke my pretty cage.
Sing merrily, Truth: I tried to put
Truth in a cage!

And when the bird was flown from the cage,
O fool that I am!
Why, I had nor bird nor cage.
Sing merrily, Truth: I tried to put
Truth in a cage!
Heigh-ho! Truth in a cage.



CHAPTER 3

Biographies, Essays and Speeches

Chapter 3 includes videos or selected readings and accompanying question sets for each biographical or nonfiction selection. Each selection is followed by two sets of questions; each set is aligned to one of the eight sets of affective ladder skills.

For *Affective Jacob's Ladder, Years 4–5*, the skills covered by each selection are as follows:

Title	Ladder Skills
Engineers: Failure and Success	G, L
The Buddy Bench	E, F
A Literary Lesson on Making Mistakes	G, J
Girls in STEM	G, K
Otis Boykin	F, K
Stress Is Not the Enemy	J, K
Jacqueline Woodson	F, K
A Happy Life	F, K

Girls in STEM

By Karishma Muthukumar

In this day and age, stereotypes still have a huge impact on decisions and thoughts of an individual. This can sometimes affect an entire group – comparable to a drop of ink in a crystal clear glass of water. Stereotypes are indeed powerful, and can be negative. And when a girl doubts (even just for a moment) whether she is capable of pursuing her interests and dreams, this becomes entirely a different situation.

The perceived image of a girl is almost as a storybook princess or a doll: dainty, fearful and overly conscious. But girls don't need to be this way; girls have unimaginable potential and should believe in themselves to achieve their dreams. This same concept applies to girls when choosing a career that is, in reality, a life decision. Unfortunately, this “doll-like” mindset may sway a girl from choosing a career in science, technology, engineering and mathematics (STEM), as she may be doubtful of her capabilities.

Instead of being influenced by images or ideas that are deeply rooted inside one's brain, girls must understand that STEM is not only for a certain gender. Girls should learn to “see” themselves in a STEM field. Stereotypes about girls have made it difficult for girls to visualise themselves working as a scientist, a mathematician or even an engineer. Media, like newspapers and TV shows, in addition to verbal communication, convolute a girl's mind into thinking that it is impossible – far from reality – for her to pursue a career in STEM, which eventually distances her from even considering the option. It is apparent that the effects of this stereotyping actually exist: my mother was one of two girls in her entire computer science class in college.

Girls should pursue their aspirations rather than feeling restricted or avoiding a certain direction. A lot of women were successful and *proved* to the entire world that women can indeed be leaders in the STEM field.

- Valentina Tereshkova was the first woman in space.
- The co-founder of Flickr is a woman named Caterina Fake.
- Marie Curie experimented with radioactivity and discovered the element radium.
- Rosalind Franklin's X-ray crystallography was crucial to the discovery of DNA's structure.
- The current Facebook Chief Operating Officer is Sheryl Sandberg.
- Marissa Mayer is the president and CEO of Yahoo.
- Jane Goodall is well known for her work with chimpanzees.

Girls should open up to a vast variety of choices and keep in mind that it is possible to reach any level of success with dedication and determination. Moreover, everyone should be able to contribute their knowledge to the world. With this added knowledge, think about the novel innovations that will be made possible; just imagine the future.

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