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**TABLE 1**  
**A List of Affective Ladders With Corresponding Student Objectives**

<p><b>Ladder E</b>  <b>Emotional Intelligence</b></p>	<p><b>Using Emotion</b>                      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><b>Expressing Emotion</b>                      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><b>Understanding Emotion</b>                      Identify and understand different emotions and emotional language used to convey a message.</p>
<p><b>Ladder F</b>  <b>Coping With Adversity and Challenge</b></p>	<p><b>Facing Adversity and Challenges</b>                      Create or articulate solutions and discuss implications for facing adverse situations and challenges in a productive way.</p>	<p><b>Analysing Adverse Situations and Conditions</b>                      Explain how adverse situations in self and others contributes to varying conditions and outcomes.</p>	<p><b>Recognising Adversity and Challenge</b>                      Recognise adversity and challenge expressed in fictional and real-life texts and situations; explain how these challenges affect the individuals involved.</p>
<p><b>Ladder G</b>  <b>Risk-Taking</b></p>	<p><b>Engaging in Productive Risk-Taking</b>                      Design or explain a plan for productively engaging in healthy risks that promote one's achievement.</p>	<p><b>Considering Multiple Perspectives</b>                      Articulate, seek or review multiple perspectives, ideas or situations and weigh the outcomes.</p>	<p><b>Identifying and Calculating Risks</b>                      Identify potential risks in a situation and discuss the potential cause and effects of such risk on one's situation or outcome.</p>
<p><b>Ladder H</b>  <b>Developing Identity</b></p>	<p><b>Actualising Potential to Advance a Goal</b>                      Create unique ideas, plans and products that show an understanding of one's identity and how that identity allows for goal attainment.</p>	<p><b>Understanding Roles and Affiliations</b>                      Discuss how one's role and affiliation (or perception of their role/affiliation) supports or inhibits their personal growth.</p>	<p><b>Knowing Oneself</b>                      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><b>Ladder I</b> <b>Developing Empathy</b></p>	<p><b>Collaborating With Others</b> Design collaboration plans or explain effective ways to collaborate or interact with others to achieve a specific purpose or goal.</p>	<p><b>Communicating and Responding to Others</b> 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><b>Understanding Others' Needs and Values</b> 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><b>Ladder J</b> <b>Stress Management</b></p>	<p><b>Creating a Plan for Management</b> 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><b>Applying Stress Control Techniques</b> Apply healthy ways to manage stress to various situations, scenarios or contexts.</p>	<p><b>Identifying Conditions/ Situations That Cause Stress</b> Identify and explain conditions that cause stress in others and oneself.</p>
<p><b>Ladder K</b> <b>Achievement Motivation</b></p>	<p><b>Reflecting on Patterns of Achievement</b> Develop attainable goals for long-term learning; synthesise patterns of achievement in oneself and others.</p>	<p><b>Assessing Strengths and Interests</b> Explain how the use of one's strengths and interests contributes to one's achievement.</p>	<p><b>Identifying Barriers to Achievement</b> Identify and explain personal and external barriers to achievement.</p>
<p><b>Ladder L</b> <b>Developing Talent and Excellence</b></p>	<p><b>Demonstrating High-Level Performance in a Given Area</b> Create a new product, idea or plan for developing one's strengths and attaining goals.</p>	<p><b>Applying Learning to Practice</b> 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><b>Recognising Internal and External Factors That Promote Talent Development</b> 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 the readings themselves and accompanying question sets for each short story selection. Each selection is followed by two sets of questions; each set is aligned to one of the eight ladder skills.

For *Affective Jacob's Ladder, Years 6–8*, the skills covered by each selection are as follows:

Title	Ladder Skills
The King and the Poisoned Well	F, H
<i>Lifted</i>	J, K
The Big Orange Spot	G, H
The Emperor's New Clothes	G, K
<i>The Present</i>	E, I
The Golden Windows	G, H

# The King and The Poisoned Well

*Attributed to St. Anthony the Great*

There was once a wise king who ruled over a vast city. He was feared for his might and loved for his wisdom. Now in the heart of the city, there was a well whose waters were pure and crystalline from which the king and all the inhabitants drank. When all were asleep, an enemy entered the city and poured seven drops of a strange liquid into the well. And he said that henceforth all who drink this water shall become mad.

All the people drank of the water, but not the king. And the people began to say, "The king is mad and has lost his reason. Look how strangely he behaves. We cannot be ruled by a madman, so he must be dethroned." The king grew very fearful, for his subjects were preparing to rise against him. So one evening, he ordered a golden goblet to be filled from the well, and he drank deeply. The next day, there was great rejoicing among the people, for their beloved king had finally regained his reason. "A time will come when the whole world will go mad. And to anyone who is not mad they will say: 'You are mad, for you are not like us.'"



# Poetry and Song Lyrics

Chapter 2 includes information on the selected readings or the readings themselves and accompanying question sets for each poetry or song lyrics selection. Each selection is followed by one or two sets of questions; each set is aligned to one of the eight ladder skills.

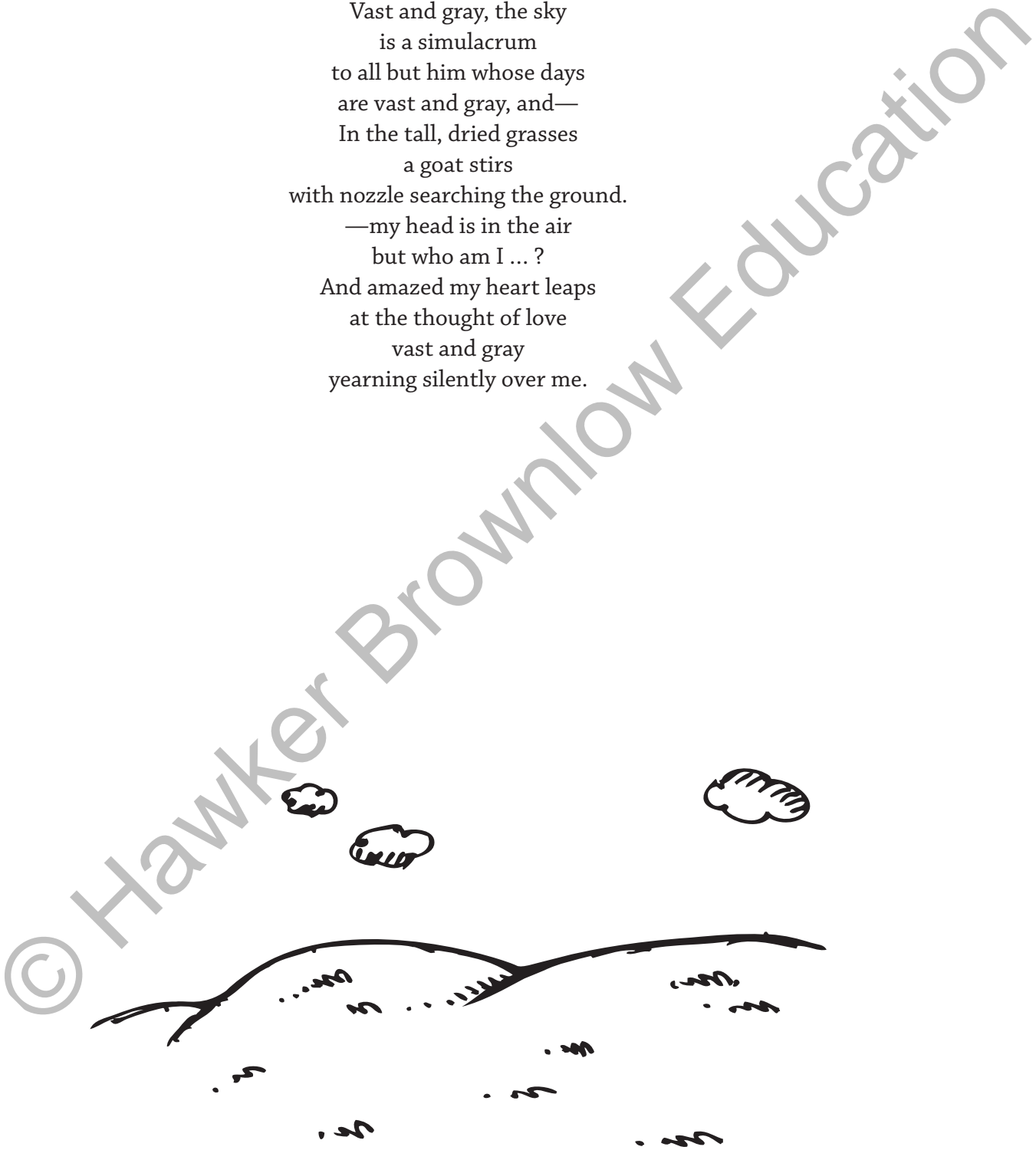
For *Affective Jacob's Ladder, Years 6–8*, the skills covered by each selection are as follows:

Title	Ladder Skills
Regret	E, I
Never Know How High We Are	J, L
Luck Is Not Chance	E, K
Cosmopolite	H, I
How Far I'll Go	G, H
Comrades Four	E, I
The Desolate Field	E, E
The Dreams of the Dreamer	E, H
Try Everything	L

# The Desolate Field

*By William Carlos Williams*

Vast and gray, the sky  
is a simulacrum  
to all but him whose days  
are vast and gray, and—  
In the tall, dried grasses  
a goat stirs  
with nozzle searching the ground.  
—my head is in the air  
but who am I ... ?  
And amazed my heart leaps  
at the thought of love  
vast and gray  
yearning silently over me.



# CHAPTER 3

## Interviews, Biographies and Speeches

Chapter 3 includes information on the selected readings or the readings themselves and accompanying question sets for each nonfiction selection. Each selection is followed by two or three sets of questions; each set is aligned to one of the six sets of ladder skills.

For *Affective Jacob's Ladder, Years 6–8*, the skills covered by each selection are as follows:

Title	Ladder Skills
Jason Reynolds	G, L
Michael Phelps	F, K
Ellen Ochoa	F, K
Excerpt From Malala Yousafzai Nobel Lecture, 2014	F, G
Building Your Inner Coach	H, L
Own Your Face	G, H
Matt de la Peña: An Interview	E, H
Excerpt From Former US President Barack Obama's Back-to-School Speech at Wakefield High School	F, H



## Excerpt From Malala Yousafzai Nobel Lecture, 2014

- brothers and sisters, I was named after the inspirational Malalai of Maiwand who is the Pashtun Joan of Arc. The word Malala means “grief stricken, sad”, but in order to lend some happiness to it, my grandfather would always call me “Malala – The happiest girl in the world” and today I am very happy that we are together fighting for an important cause.

This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.

I am here to stand up for their rights, to raise their voice ... it is not time to pity them. It is not time to pity them. It is time to take action so it becomes the last time, the last time, so it becomes the last time that we see a child deprived of education.

I have found that people describe me in many different ways.

Some people call me the girl who was shot by the Taliban.

And some, the girl who fought for her rights.

Some people, call me a “Nobel Laureate” now.

However, my brothers still call me that annoying bossy sister. As far as I know, I am just a committed and even stubborn person who wants to see every child getting quality education, who wants to see women having equal rights and who wants peace in every corner of the world. Education is one of the blessings of life – and one of its necessities. That has been my experience during the 17 years of my life. In my paradise home, Swat, I always loved learning and discovering new things. I remember when my friends and I would decorate our hands with henna on special occasions. And instead of drawing flowers and patterns we would paint our hands with mathematical formulas and equations.

We had a thirst for education, we had a thirst for education because our future was right there in that classroom. We would sit and learn and read together. We loved to wear neat and tidy school uniforms and we would sit there with big dreams in our eyes. We wanted to make our parents



Name: \_\_\_\_\_ Date: \_\_\_\_\_

proud and prove that we could also excel in our studies and achieve those goals, which some people think only boys can.

But things did not remain the same. When I was in Swat, which was a place of tourism and beauty, it suddenly changed into a place of terrorism. I was just ten [when] more than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares.

Education went from being a right to being a crime.

Girls were stopped from going to school.

When my world suddenly changed, my priorities changed too.

I had two options. One was to remain silent and wait to be killed. And the second was to speak up and then be killed.

I chose the second one. I decided to speak up ...

*Note.* From Malala Yousafzai—Nobel Lecture, *Nobelprize.org*, 2014, retrieved from [https://www.nobelprize.org/nobel\\_prizes/peace/laureates/2014/yousafzai-lecture\\_en.html](https://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-lecture_en.html). Reprinted with permission of The Nobel Foundation.

