

Grit: Teacher's Notes

This resource is designed to be used with Year 9-11 English classes, in particular students who are reluctant readers. However, it will suit a mixed ability class because, within these exercises, there is plenty of room for extension... It links with the following English Curriculum Strands and Achievement Objectives at levels four and five:

- **Written Language: Reading:**
 - Personal Reading
 - Close Reading
- **Written Language: Writing:**
 - Poetic Writing
 - Expressive Writing
 - Transactional Writing
- **Oral Language: speaking and listening**
 - Interpersonal speaking
 - Interpersonal listening
- **Visual Language: presenting and viewing**
- **Language Process:**
 - exploring language
 - thinking critically
 - processing information

Reading Comprehension:

- Chapter One: Why is Sophie staying in Auckland?
Why does Sophie have to go home?
Why does she have to stay with Mrs Harvey?
- Chapter Two: Why does Mrs Harvey say she is going to take another route?
Where had she left the map?
What sport does Sophie play?
- Chapter Three: Why does Sophie get out of the car the first time?
Why does she get out of the car the second time?
- Chapter Four: How long has Mrs Harvey lived in Titoki?
What do they hit?
What does Sophie pull from her hand?
How does she get out of the car?
- Chapter Five: List Mrs Harvey's injuries.
What does Sophie use to pad Mrs Harvey's head wound?

	How long is it until daylight?
Chapter Six	What wakes Mrs Harvey? What has happened to Sophie's side? What is the first meal Sophie has?
Chapter Seven:	What are the reasons for Sophie's fitness? What does Sophie find on the road? What does she see that gives her hope?
Chapter Eight:	Describe what Sophie finds in the hut. Where does she hide?
Chapter Nine:	Why does the man think someone has been in their hut? What do they smoke? What do the men have to 'disarm' before the ute arrives?
Chapter Ten:	What does Sophie find in the bush? What is the meaning of the sign? Where does she hide?
Chapter Eleven:	How is Sophie feeling in this chapter? How does she motivate herself to keep going?
Chapter Twelve:	Why does Sophie think there must be people close by? Why is Malcolm suspicious?
Chapter Thirteen:	Who finds them? What were Sophie's parent's reaction to her accident?
Chapter Fourteen:	How does Sophie find where the car went over the bank? What does she find in the mud?
Chapter Fifteen:	What happens to Mrs Harvey in the helicopter? Which hospital do they go to? How does Sophie's mum reassure Mrs Harvey?

Plot:

On your own or in groups and using an atlas and the novel:

- 1) draw an outline of Northland;
- 2) mark and name the places mentioned in the novel;
- 3) draw the main highway north and the side roads;

- 4) find the area where Sophie and Mrs Harvey may have crashed;
- 5) Using a key, list the events of the story and mark the places on the map where you think they happened;
- 6) write how Sophie is feeling in each of these places.

Characterisation

- For each of the following:

Mrs Harvey The two men Malcolm

- 1) Draw a picture which you think best illustrates the character.
 - 2) Write down three adjectives that describe the character's personality.
 - 3) Say whether they were a help or a hindrance to Sophie.
- Imagine you are Sophie. Write a letter to Aunty Anna telling her what happened.
 - Draw a picture of Sophie. Underneath, write a paragraph describing her character. Describe how she changed in the story and why.

Theme

- 1) Using a dictionary, find out the definition of the word 'grit'.
- 2) Why do you think the author has chosen *Grit* as the title of this novel?
- 3) Choose another title for the story and say why you think it would be a good title.
- 4) At the beginning of the story Sophie thinks being responsible and reliable is a bad thing. What does she think at the end of the story?
 - *"You don't have to feel brave to be brave. To do what you did takes perseverance, determination - grit. Continuing even when you are scared - that's bravery."*
- 5) What do you think it means to be **brave**?
- 6) On your own, write your answer. Then, share it with a partner. Together, discuss your definitions and write another one based on what you both think. Join with another pair and repeat the exercise. Share your definitions with the class.

On a large poster, display your group's definition of what it means to be **brave**... You can use magazine pictures, words, symbols, illustrations, collage.

- *Being Sophie Granger wasn't so bad after all.*

- 7) Write a list of all the things you are good at. Choose one and **write a poem** based on the letters in the word(s).
- 8) Why do you think it is important to accept who you are?

Style and Setting:

1) From Chapter One find two examples of:

a short sentence a contraction a sentence without a verb a metaphor
a simile personification colloquial language a sound technique

Grit is written in an interesting way is because:

- the third person narration is limited to Sophie's point of view.
- each chapter is short and ends at an important moment.
- it is set in New Zealand and mentions places we might know.
- it uses a contrast in characterisation between a young person and an older person.
- it has some very descriptive passages.

2) Choose **two** of the above and in about one paragraph, explain, giving details and examples from the story, how the statement is true for the novel.

3) Divide your page into four squares.

- Label the first square 'sunny'; the second square 'darkness'; the third square 'cold'; and the fourth square 'wet'.
- For each square, find one part of the novel where the action takes place when the atmosphere is like this.
- In each square list the words the author has used to create this atmosphere.
- How has the atmosphere added to the impact of the story?

More Writing:

- 1) Write *either* the police **report** on the accident *or* the drug bust.
- 2) Write an **epilogue** for *Grit*. It should be no more than a page.

3) **Write a letter** to the author Tania Roxborough saying what you think of her novel.

The address is c/- New House Publishers, PO Box Takapuna.

or **email** at roxboroghpt@xtra.co.nz

Static Images :

A static image is an image that does not move. When you create a static image you need to consider these questions:

- why do you want to make this static image? (the purpose);
- what do you want to say? (the message);
- who do you want to say it to? (the audience);
- and, how will you get it across? (techniques).

The last question is divided into two sections:

The visual techniques, for example:

colour	dominant image	layout
symbol	contrast	lettering

And language techniques, for example:

alliteration	rhyme	pun	cliche
listing	imperatives	jargon	rhetorical question

A static image is successful if it achieves its purpose.

TASK ONE:

- Look at the front cover of *Runaway*.
 - 1) What is its **purpose**?
 - 2) What is the **message**?
 - 3) Who is the image aimed at? (the **audience**)
 - 4) What visual techniques has the publisher used to get the reader's attention?
 - 5) How effective is the cover? Give reasons for your answer.

TASK TWO:

- Design your own front cover for *Runaway*.

Film/Video

Making a video or film of a scene from the novel enables you to understand the characters in a deeper way and search for techniques and special effects to enhance the message of the story.

Ensure you are familiar with the following terms:

- shot
- jump cut
- extreme close-up
- long (wide) shot
- high-angle shot
- tilt
- point of view shot
- voice-over
- cut
- close-up
- medium shot
- low-angle shot
- pan
- zoom
- FX (special effects)
- frame

- Prepare a story-board

1.	2.	3.	4.
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shot _____

dialogue _____

FX _____

music _____

- Filming

When you have finalised your story-board with the list of shots, dialogue, any special effects and music, you are ready to film it.

- Rehearse the whole thing two or three times until your group is satisfied with the piece.

- Set up the first shot; practise again.
 - Shoot your first shot.
 - Continue this way until you have completed the whole sequence.
- Editing

If you don't have a editing suite at your school, you can still easily do the same thing by using two video recorders. Transfer the shots you like from the tape you filmed with, to another tape. Using the audio dub control you and add sound effects, music or voice over.