

Stage 3 (Year 5 and 6) Monkey on Stilts

Scope and sequence summary

Students study visual/digital texts to explore aspects of road safety and compose a pitch, slogan and rules to communicate ideas.

Focus text:

Photographs of procession for Road Safety Week 1936 by Sam Hood

Text type:

Two black and white photographs



Resources (URLs from Library's online collection):

"Watch Your Step. Safety First"

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPage.d.cgi?itemID=15317>

"Mothers and Others, Try Safety First"

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPage.d.cgi?itemID=15324>

Key activity/ies for learning

- composing a slogan
- speaking: pitch and representation
- group discussion
- Twitter pitch
- composing rules and imperative sentences
- group investigation of road safety issues

Student Learning Activity

Background information for students:

Road Safety Week

In 1936 Sydney photographer Sam Hood documented a procession that was held as part of Road Safety Week.

The procession travelled through the city streets of Sydney and was viewed by large numbers of the public. The procession included groups of people marching and a number of floats.

A float is a decorated platform, either built on a vehicle, such as a truck or car, or towed behind one. Floats are a feature of many festive parades or processions. They were a common feature of parades or processions in Australia up until the 1970s. A float might be decorated with posters and banners featuring a slogan.

One of the most interesting floats in the procession for Road Safety Week in 1936 was a vehicle topped by a stage that featured live performing monkeys. The monkeys held signs featuring slogans promoting road safety.

The monkeys are probably rhesus macaques, a common species found throughout the world.

Changing attitudes to the treatment of animals mean that such a float would be unlikely to be seen today.

Road Safety Week is now an international event that is supported by the United Nations. Every year people around the world take part in activities that draw attention to the importance of road safety. The second UN International Road Safety Week was held from 6-12 May 2013. Its focus was pedestrian safety.

In Australia in 2013 the DRIVE- SOS! campaign focused on how people need to DRIVE SO OTHERS SURVIVE. People will wear yellow ribbons throughout the year to indicate their support this campaign.

The Decade of Road Safety from 2011-2020 is a global initiative that is designed to save 5 million lives over ten years.

Who was Sam Hood?

The photographs of Sam Hood are an important part of the photographic collection of the State Library of New South Wales.

Sam Hood (1872-1953) was a Sydney photographer and photojournalist. His career as a photographer began in the late nineteenth century. He took many photographs of ships entering Sydney Harbour that he sold as ship portraits to the visiting crews. Some people believe he photographed every ship entering Sydney Harbour in a career of over sixty years.

Sam Hood opened his first studio in 1899. Throughout his career he continued the usual work of commercial photographers such as photographing family portraits, weddings and even funerals.

In 1918 he opened a studio on Pitt Street in Sydney. Sam Hood expanded his business into press photography, supplying photographs to the many newspapers published in Sydney at this time.

Sam Hood's long career spanned significant changes in the history of photography. When he began his career photographs were rarely published by newspapers and most images were hand drawn illustrations made by engravers.

From the mid-1930s newspapers began to employ their own photographers and with fewer commissions Sam Hood expanded into commercial photography and advertising. He took many important photographs of Sydney buildings in the 1930s and 1940s.

He also had extensive contacts in the theatre and entertainment industry and took many photographs of celebrities and stars.

Sam Hood also took many important images of sporting events and the social history of New South Wales.

The State Library of New South Wales acquired a collection of negatives from Sam's daughter Gladys Hood in 1973. The collection includes nearly 50 000 images of his work. A number of his cameras and accessories are also included in this acquisition.

Click on the link below to see a photograph of Sam Hood outside his Pitt Street studio.

<http://www.flickr.com/photos/statelibraryofnsw/4382941931/>



PHOTOGRAPH ONE:

Photograph by Sam Hood

Monkey on stilts for National Road Safety Week procession, Martin Place 1936

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=15317>



PHOTOGRAPH TWO:

Photograph by Sam Hood

Safety Week procession; Martin Place, 1936

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=15324>

STUDENT ACTIVITY 1

Discussion Questions:

You might like to discuss these questions as a class.

Alternatively they could be completed as homework prior to discussion.

You could also consider them in small groups and then report back to the class.

Allocate roles such as time keeper, note taker, presenter and facilitator.

The facilitator might read the questions aloud to the small group.

PHOTOGRAPH ONE: “Watch Your Step. Safety First”

Look carefully at Photograph One.

- Identify the purpose of this float.
- What is the road safety message presented to the public in this float?
- Who is the main audience for this road safety message?
- Explain the type of road safety behaviour that this float is trying to encourage. What do the organisers want people to do?
- The monkey in this photograph is walking on stilts. Explain the relationship between the stilts and the road safety message in the sign the monkey is wearing. Look carefully at Photograph One.
- What features of this float will help it to achieve its purpose?

PHOTOGRAPH TWO: “Mothers and Others, Try Safety First”

Look carefully at Photograph Two

- Identify the purpose of the float.
- What is the road safety message presented to the public in this float?
- Who is the main audience for this road safety message?
- Explain the type of road safety behaviour that this float is trying to encourage. What do the organisers want people to do?
- The monkey in this photograph is pushing a toy pram. Explain the relationship between the toy pram and the road safety message in the sign the monkey is wearing.
- What features of this float will help it to achieve its purpose?

PHOTOGRAPHS ONE AND TWO:

- Where do you think the organisers of the procession sourced the monkeys? Where do the monkeys usually live? Give reasons to support your opinion.
- Explain why you think the keeper might be holding a stick.

- Do you think it would be acceptable to include this type of float in a promotion for Road Safety Week today? Give reasons to support your opinion.

STUDENT ACTIVITY 2

Pitch Activity: Monkey Madness! Don't monkey about with road safety.

Imagine you are on the organising committee for Road Safety Week in 1936.

The committee have been asked to use as many monkeys as possible in the procession that will promote Road Safety Week.

Your task is to pitch an idea for how to use monkeys in this procession.

The pitch requires the inclusion of a sign that the monkeys could hold or wear to promote aspects of road safety. This sign should feature a slogan or road safety rule.

Remember that these are performing monkeys. What tricks might you have the monkeys performing as part of your float?

Your ideas must be respectful of the animals and consider their safety and wellbeing.

This could be an individual or group collaborative task.

Before you begin:

Brainstorm a list of ways you could use monkeys to promote aspects of Road Safety. Use the handout in Appendix 1 to record your ideas. This could be a group or individual task.

Speaking and Representing: The Pitch

A pitch happens when you verbally present your idea for a project in the hope that it will be approved for production.

It is a short spoken presentation that may use props or displays.

Pitch your idea for using monkeys to promote an aspect of Road Safety to your teacher or class.

Your pitch should be ONE minute in length (no more than about 150 words).

Your pitch should outline:

- 1) the aspect of road safety to be promoted
- 2) what the monkey will be doing on the float and a description of any props or costumes
- 3) the road safety slogan or message that will be worn or held by the monkey

Your pitch should include:

- a quick sketch of how the monkey will appear on the float (use an A3 sheet so that the image is large enough for your audience to see)
- a copy of the sign that the monkey will hold or wear (at least A4 in size)

Your teacher might decide that the pitch activity should focus on a particular aspect of road safety such as travelling to school or getting in and out of cars.

Twitter Pitch

You might decide to pitch your idea for a monkey float for Road Safety Week using the 140 characters of a Tweet.

A perfect tweet that uses exactly 140 characters is known as a Twoosh.

You might set yourself the more challenging task of pitching your idea for a Road Safety float using a Twoosh.

STUDENT ACTIVITY 3

A theme for Road Safety Week

Before you begin:

Many of you will already know a lot about road safety. This activity asks you to firstly record your pre-existing knowledge and then add to this knowledge with some research.

Choose ONE of the aspects of road safety listed below or a topic of your own choice.

- 1) make a list of all the road safety rules and information that you already know about this topic
- 2) add to this list of road safety rules and information by researching this topic online

Record the bibliographical details of the sites and sources of information you use to research your chosen aspect of road safety.

You might begin with search terms such as “road safety for kids” or “road safety rules”.

Aspects of road safety:

Choose ONE of the following:

- when you are travelling in the car
- when wearing a seatbelt
- use of car seats and booster seats
- when travelling near a school
- riding a bike or scooter
- getting in and out of a car
- crossing the road
- using the footpath
- crossing at traffic lights

- crossing at pedestrian crossings
- wearing a helmet
- recognising and responding to road signs
- using mobile phones or other devices while driving
- baby and toddler safety in and around cars pet safety in and around cars
- the presence of loose objects in cars
- any other aspect of road safety

Distracting the driver

It is important to avoid distracting the driver while the car is moving. Your behaviour in the car could make an important difference in preventing an accident.

Road safety experts remind passengers that the car goes wherever the eyes of the driver goes.

Make a list of behaviours by passengers that might distract the driver while you are travelling in traffic.

Express these ideas as rules. Consider what passengers should and should not do while the driver is operating the car.

e.g.

- DO speak quietly.
- DO keep your seat belt until the car has stopped moving.

OR

- DON'T throw objects in the car.
- DON'T kick the back of the driver's seat.

These rules may then be used on the sign worn by the monkey for your Monkey Madness! Pitch (or as part of your float design)

Use the handout in Appendix 2 to help you organise your existing knowledge and research.

Rules and imperative sentences

Etymology: imperative, from the Latin word *imperare*, to command

A rule is a type of imperative sentence.

An imperative sentence is a command or request. This type of sentence gives advice or instructions.

Imperative sentences express an obligation or duty of the reader or listener. They can indicate a rule that must be followed.

Imperative questions usually open with a verb or action word e.g. *Go now! Do this! Eat your broccoli. Look both ways.*

They end with a full stop or exclamation mark.

STUDENT ACTIVITY 4

What is a slogan?

Definition and etymology

slogan: noun

A slogan is a short phrase or group of words that might be used in marketing or in a religious or political context to express an idea. A slogan is usually a phrase or one or two short sentences.

Slogans can be written, visual or spoken. Sometimes they are chanted.

The word slogan is an Anglicised (turned into an English word) version of the Scottish word *sluagh ghairm tanmy*, meaning a war cry.

The most common form of slogan is that used in advertising. Slogans that are used for marketing or advertising are called taglines in the USA and strap lines in the United Kingdom.

In Japan they are called catch-copy because they are intended to catch people's attention and make them remember a product or service.

The purpose of an advertising slogan is to communicate the benefits of a product or service and to persuade people to buy it. Slogans are called pay-offs in Italy for this reason.

A slogan might be used to try and change behaviour or thinking, as in a road safety campaign.

Features of a road safety slogan

- simple and concise
- witty and has a sense of personality
- catchy or hard to forget
- friendly and easy to believe
- makes the reader or viewer feel an emotion
- inspires a need or desire to buy the product

Language features of an advertising slogan

- euphonious- musical or pleasant sounding (easy to say)
- alliteration (repetition of the consonant sound)
- assonance (repetition of a vowel sound)
- puns (words with one or more meanings) or wordplay e.g. Monkey has two meanings in “Don’t monkey about”, from Sam Hood’s photograph
- brevity (brief and uses few words)

Representation Activity: Design a float for a Road Safety Week Procession

You have been invited to design a float that will participate in this year’s Road Safety Week procession.

The float might appear on the back of a ute or be pulled on a trailer behind a truck or car.

The choice of design is up to you.

The purpose of your float is to promote an aspect of road safety as part of Road Safety Week celebrations.

Each float should include a road safety message or slogan.

Your float might feature a sporting group, celebrity or prominent personality. Consider who might be a good ambassador or role model for road safety.

The float below features lifesavers from the Bondi Surf Life Saving Club.

Their poster (which is difficult to read) appears to advise people viewing the parade to “KEEP BOTH EYES ON THE ROAD” when driving.



Sam Hood: photograph of Bondi Surf Life Saving Club float for 1936 Road Safety Week Procession

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=15332>

NSW Syllabus for the Australian Curriculum: English K-10

OUTCOMES

A student:

- communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and feature EN3-1A
- composes, edits and presents well-structured and coherent texts EN2-2A
- uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies EN3-3A
- uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies EN3-6B
- thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts EN3-7C
- identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts EN3-8D

CONTENT

Students:

EN3-1A

Understand and apply knowledge of language forms and features

- use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts

Respond to and compose texts

- plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1700, ACELY1710) 🗣️ ⚙️
- use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) 🗣️ ⚙️
- discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience

EN3-2A

Engage personally with texts

- understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas
- experiment and use aspects of composing that enhance learning and enjoyment

Understand and apply knowledge of language forms and features

- plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714) 🗣️ ⚙️

Respond to and compose texts

- compose texts that include sustained and effective use of persuasive devices, e.g. texts dealing with environmental issues 🌿

EN3-3A

Develop and apply contextual knowledge

- understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) ⚙️

Understand and apply knowledge of language forms and features

- understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)

EN3-5B

Understand and apply knowledge of language forms and features

- identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701) ❄️

Develop and apply contextual knowledge

- identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts
- discuss how the intended audience, structure and context of an extended range of texts influence responses to texts

EN3-6B

Respond to and compose texts

- select appropriate language for a purpose, e.g. descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts
- experiment with different types of sentences, e.g. short sentences to build tension and complex sentences to add detail

Understand and apply knowledge of vocabulary

- understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

EN3-7C

Engage personally with texts

- recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning
- interpret events, situations and characters in texts

- think critically about aspects of texts such as ideas and events

Understand and apply knowledge of language forms and features

- understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) **

EN3-8D

Understand and apply knowledge of language forms and features

- identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations

Respond to and compose texts

- discuss and explore moral, ethical and social dilemmas encountered in texts ** 416

Learning Across the Curriculum

General Capabilities:

- creative and critical thinking
- literacy
- personal and social capability
- intercultural understanding
- information and communication technology capability

Areas of important learning:

- civics and citizenship

Content and Text Requirements

In each year of Stage 3 students must study examples of:

- visual texts
- media, multimedia and digital texts

Across the stage, the selection must give student experience of:

a wide range of cultural, social and gender perspectives, popular and youth cultures

- an appropriate range of digital texts, including film, media and multimedia
- everyday and community texts

Additional resources



Photograph of Sam Hood outside his Pitt Street studio

<http://www.flickr.com/photos/statelibraryofnsw/4382941931/>

from the State Library of NSW collection

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=52721>



Photograph by Sam Hood

Gladys Moncrieff rides a poppy-laden float, donated by Holeproof Hosiery Company (1927-30)

<http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=10411>

This photograph by Sam Hood depicts a float included in a procession to commemorate Poppy Day. It was taken some time between 1927 and 1930.

Poppy Day or Remembrance Day has been observed in countries who are members of the Commonwealth since 1919. It is observed on 11 November each year to recall the end of fighting in World War I on that date in 1918.

The float is decorated with red poppies which are a special symbol of the sacrifice made in World War I. The poppies grew across the battlefields of France and their red colour symbolises the blood shed by so many soldiers, service personnel and civilians. The image became popular because of John McCrae's poem of remembrance "In Flanders Fields".

Floats often featured celebrities from the world of the stage, films, television and the sport.

This float features Australian singer Gladys Moncrieff. She was a singer, theatre performer, recording artist and radio host who was so popular she became known as "Australia's Queen of Song" and "Our Glad".

Often floats were sponsored by companies. This float was sponsored by Holeproof Hosiery, makers of stockings and panty hose.

BRAINSTORMING SHEET FOR MONKEY MADNESS! PITCH ACTIVITY

ASPECT OF ROAD SAFETY	SLOGAN FOR SIGN	WHAT WILL THE MONKEY BE DOING? Consider use of props/costumes

**HANDOUT FOR A THEME FOR ROAD SAFETY WEEK - DISTRACTING THE DRIVER
RULES AND IMPERATIVE SENTENCES**

ASPECT OF ROAD SAFETY:	
DO:	DON'T: