

# ENGLISH

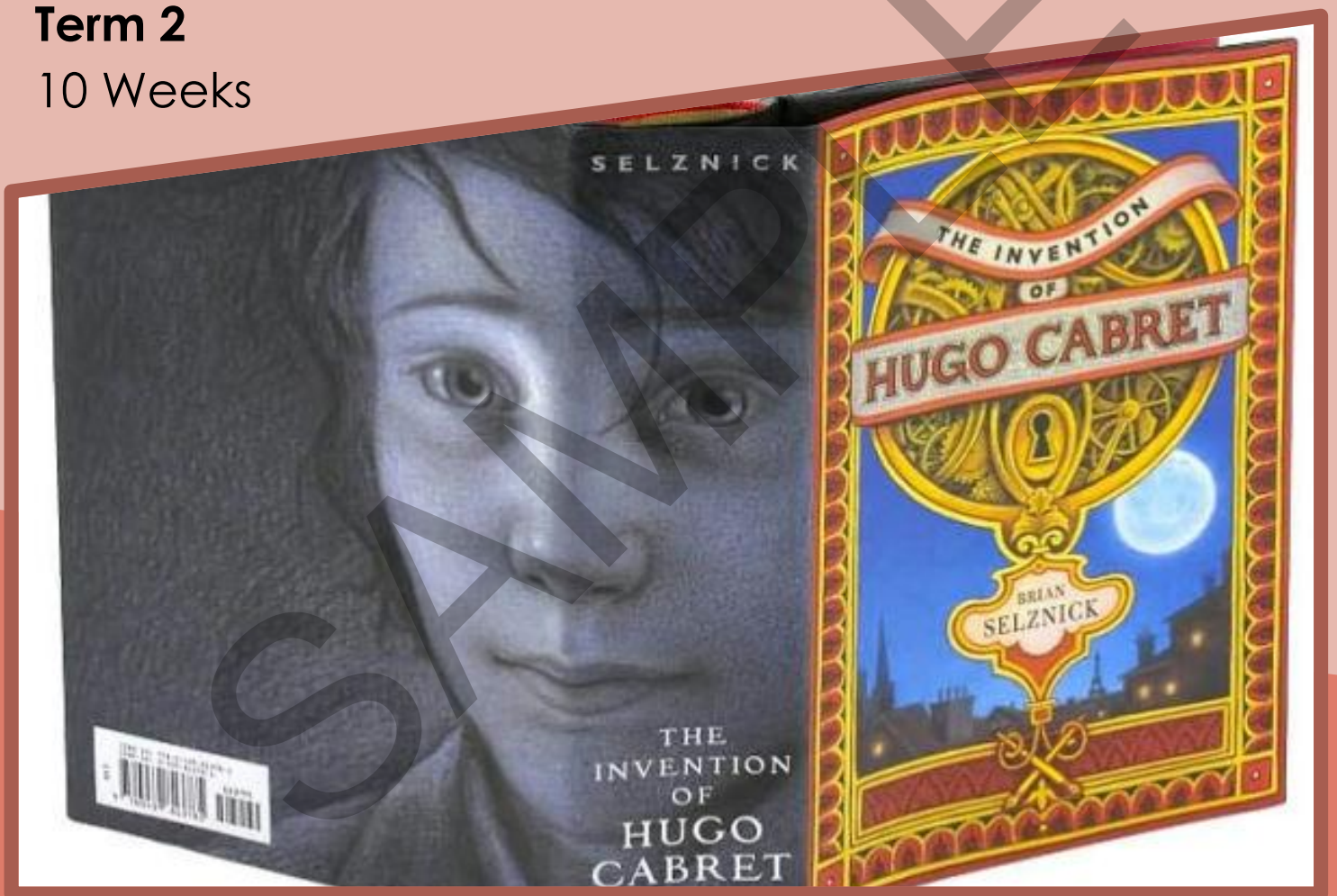
## Brokenness to Restoration

### Character Perspectives

Year 8

Term 2

10 Weeks



Name:

Teacher:

# Digital Workbook and Paper Workbook

## Welcome to the new Learning@Faith DIGITAL WORKBOOK

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# What to expect in Year 8 English: Brokenness To Restoration

## Christian Worldview

We live in a world of brokenness, however, **“The Lord is close to the brokenhearted and saves those who are crushed in spirit.”** (Psalm 34:18) The Good News: Though you may feel defeated, God is closer than you realise. He is always with you and can heal your heart. “But God demonstrates his own love for us in this: While we were still sinners, Christ died for us.”

Hugo, the protagonist in this novel for Term 2, *'The Invention of Hugo Cabret'* by Brian Selznick, shows us that we can rise above adversity and be restored.

## Unit overview

In their novel study this term students will delve into the context, characters and themes that make up the intriguing story of *The Invention of Hugo Cabret*. The unusual setting is a train station in Paris where Hugo, an orphan, lives alone. The plot revolves around his notebook, a key, and an automaton. Hugo is broken in spirit and has a sense of hopelessness, however, through interaction with other characters his life is restored and he finds a family who care for him. It is not only Hugo whose life is transformed in the novel but the story was inspired by the life of filmmaker George Melies, a French illusionist and film director in the early 1900s. Brian Selznick, who is both the illustrator and author, crafted this intriguing story through the use of both visual imagery and creative storytelling. Students will discover the hidden meanings through symbolism and motifs. Character perspective is key to understanding the themes of this novel and students create a series of diary entries from one of the character's perspectives on different plot events.

## Inquiry Questions:

- How is the novel like a silent film on paper?
- How are Hugo and Papa Georges transformed from brokenness to restoration?
- What is restoration from the biblical point of view?

## Online Videos

Every effort has been made to only include YouTube videos that we can link in *safe mode*. However, for technical reasons this is not always possible. We ask that you monitor your child's activity closely when working online. **YouTube videos should be opened in a web browser NOT the YouTube App where possible.**

**Please note that assignments and exams will need to be completed and submitted by the Due Dates given. If a student wishes to apply for an extension they will need a doctor's certificate to accompany their request.**



## Time allocation:

10 weeks, 3 hours per week, 4 lessons (including 2 live lessons) plus one optional lesson for catch up and/or extension.

NOTE: Novel reading time is **NOT** included in the above time allocation.

Week	Monday/Lesson 1	Tuesday/Lesson 2	Wednesday/Lesson 3	Thursday/Lesson 4
<u>1</u> p.7	Meet the author: Brian Selznick Unlock the Past - 1931 Paris Book Trailer	Novel Part 1 Chapter 1 Introducing Hugo Cabret	Novel Chapter 2 Theme: Brokenness to Restoration Term 2 Spelling List	Novel Chapter 3 History of Automaton Nouns
<u>2</u> p.19	Novel Chapter 4 Personification Paris Landmarks	<b>Anzac Day</b>	Novel Chapter 5 Interview with Hugo	Novel Chapter 6 Simile Importance of Honesty
<u>3</u> p.27	<b>Labour Day</b>	Novel Chapter 7 Talk Show Interview	Novel Chapter 8 Illustrations and Images	Novel Chapter 9 Graphic Organiser of a topic relevant to the 1930s
<u>4</u> p.33	Novel Chapter 10 Sequence of Events	Novel Chapter 11 Character Perspective	Novel Chapter 12 Show and Tell	Novel Part 2 Chapters 1 and 2 Unpack Summative Task Sheet: Dear Diary...
<u>5</u> p.41	Part 2 Chapters 3 & 4 Character Profile	Part 2 Chapters 5 & 6 <b>Formative 1: Character Profile and Supporting Quotes submission</b> Release Formative 2: Diary Entries Draft	Part 2 Chapters 7 & 8 Diary Writing Structure Point of View	Part 2 Chapters 9 & 10 Sample Diary Entry Choose 3 plot events to write about
<u>6</u> p.51	Part 2 Chapters 11, 12 and Acknowledgement Drafting Diary Entries	1st and 3rd person point of view Drafting Diary Entries	Drafting Diary Entries	<b>Formative 2: 3 Diary Entries Draft Checklist</b>
<u>7</u> p.57	Activate feedback on <b>Formative 1: Character Profile and Supporting Quotes</b>	Finalise <b>Formative 1: Character Profile and Supporting Quotes</b> - ready for submission next week	Synonyms Adjectives Motifs	Write a book review on <i>The Invention of Hugo Cabret</i>
<u>8</u> p.62	Activate Teacher Feedback	Editing Crossword on the novel	Final Edit/Checklist Book Cover	<b>Summative: Character Profile and 3 Diary Entries</b>
<u>9</u> p.65	Reflection A Trip to the Moon	Spelling Test Word Search	Design your own automaton.	Screen version of <i>The Invention of Hugo Cabret</i>
<u>10</u> p.71	Screen version of <i>The Invention of Hugo Cabret</i>	Novel/Movie Comparison - Similarities and Differences	Free choice novel - draw a series of illustrations that could be included in the novel	Free choice novel - draw a series of illustrations that could be included in the novel

PLEASE NOTE: The final **Summative Assessment submission** will have two components:

1. Character Profile and Supporting Quotes (Formative 1)
2. 3 diary entries

# Resources & Additional Information

## Notes for Home Educators:

Students will need:

- a blank exercise book
- phone or camera or scanner
- the novel - **The Invention of Hugo Cabret** by Brian Selznick

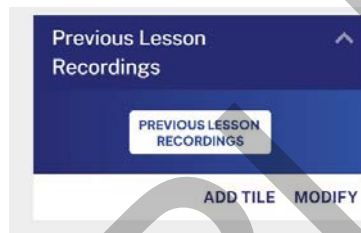
## Weekly Lessons

There are **two live lessons each week**. Use the link on the class page to enter the bbb classroom. It is encouraged to attend the live lessons when possible. Lessons 1 and 4 will be taught by the teacher in those lessons.

If you are unable to attend the live lessons, you can access the recorded video through the link on the class page "Previous Lesson Recordings"



Join live lessons by clicking on the BBB Tab in your Class Page.



If you miss the lesson, click the 'Previous Lesson Recordings' tab underneath the BBB link on your Class Page.

**Work Sample Submission:** When you see the tick icon and work sample submission box, follow the instructions of what work sample needs to be uploaded and submitted for your teacher to view. Please note that work samples should be marked by the Home Educator as this informs you as the Home Educator as well as the teacher in regard to student progress.



## Work Sample Submission



### Submission icon | How to submit to Learning@Faith

When you see this icon, it is time to submit your work to **Learning@Faith**. Follow the instructions below to submit your work.

1. Check you are signed into the correct student user account on **Learning@Faith**.
2. On the student dashboard, click on the class you are submitting work for and go to Course Outline.
3. Click on the title of the work you are submitting.
4. Click on CREATE SUBMISSION.
5. Click on, or drag in your file to attach file.
6. Click submit. Congratulations, you have submitted your work!



## Resource/Information Continued...

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### Daily Lessons

There are **FOUR lessons per week**, with a fifth lesson left for revision and 'going further' as required. There are usually four sections in each lesson:

#### 1) Read

Students should read the allocated section of *The Invention of Hugo Cabret* or other set readings in each lesson. Please note the allocated time does not include the reading time.

#### 2) Communicate

In this part of the lesson, you are encouraged to develop written and/or oral communication skills. You can choose to respond to questions and stimuli in a way that suits your learning style. Consider the following: discuss verbally with your Home Educator, write a journal entry, blog or vlog.

#### 3) Learn and Apply

This section teaches you the content required for the day's lesson. You can read the information and watch the recommended videos or powerpoints. There will be some activities for you to apply this knowledge and understanding.

#### 4) Create

In this section, you will create a piece of work using the knowledge and skills developed in the lesson. You always have a choice in these tasks of presenting your work in a way that suits your learning style. Be as creative as you can and have fun!!!

#### Some of the lessons include:

#### 5) Going Further

These are optional tasks for fast finishers and those who want to extend their learning.

NOTE: It is expected that students will complete each activity to ensure they are well prepared for the Summative Assessment. The activities build on each other to assist students develop the skills necessary to have success in the Summative Task and the ACARA Achievement Standard.

### Feedback

You are important and so is your opinion. Do you have any positive points or constructive criticism you want to share? Below is a link to provide feedback on this unit.

PLEASE NOTE: This feedback is reviewed at the end of term, for day-to-day questions or feedback, please contact your teacher.

[PLEASE CLICK HERE TO OPEN LINK & SUBMIT FEEDBACK](#)

**Learning Intention:** Students interpret texts, questioning the reliability of sources of ideas and information.

**Success Criteria:** I can compare and contrast life in the 1930s in Paris with my own life in Australia.

**Inquiry Question:** How was life different in 1930 Paris?



### Christian Focus

**Psalms 34:18** 'The Lord is close to the brokenhearted and saves those who are crushed in spirit'.

### Read

**Meet the author: Brian Selznick**

[Click here](#) and watch an interview with the author.

Write down three things you learned about the author and the novel.

1.

2.

3.



### Unlocking the Past - The 1930s:

Speeding automobiles! Jazz bands! The Great Depression! Mickey Mouse! The Wizard of Oz! Let's look at Hugo Cabret's Paris.

**Regarded as the birthplace of cinema, Paris** was once every artist and film maker's haven. This began as early as the late 1800s, when Claude-Antoine Lumiere and Jeanne Josephine Costille Lumiere (otherwise known as the **Lumiere Brothers**) debuted the first ever motion picture in history, titled, *Sortie des Usines Lumière à Lyon (Workers Leaving the Lumiere Factory)*. Running for a total of fifty seconds, the film established these brothers as the world's first ever film makers. History was made!

Sensing this important movement in the entertainment industry, creative artists from around the world began relocating to Paris for creative inspiration, which gave birth to several notable careers in film.

### Something to think about...

*Hugo Cabret* is set during this very exciting and electrifying period in cinematic history. Why do you think Brian Selznick chose this period in which to set his novel?

### Technology

Aside from **advancements in film technology, the 1930s** also saw significant progress in other forms of science and technology. This included the first high-definition television, as well as the first around-the-world telephone conversation. Suddenly, people around the world could have instant and direct communication with one another, when prior to this, they would wait weeks (often months) to have letters returned.

## Week 1 Lesson 1 Continued...

Also, by the 1930s, **the radio** was becoming a popular item in family homes. This meant people didn't have to wait to read the newspaper to hear about news and current affairs, but could simply access national and world news right from their living room!

**Cars** in the 1930s became more luxurious than ever before, by including radios and heaters. Using advanced technology, scientists also discover the ninth planet known as Pluto. This later inspired Disney to introduce a new character of the same name.

### Economy

The 1930s is most famous for **The Great Depression**.

Go onto Google and research The Great Depression (spend 5 minutes). Write down two facts you have learnt.

1.

2.

The Great Depression saw a worldwide economic decline, leaving millions of families around the world starving, homeless and desperate for jobs. This 'economic depression' began with the **1929 Wall Street Crash** during which the United States of America witnessed the sudden collapse of stock market prices. This event had a negative impact with every country that did business with the United States. Countries such as France, Australia and England suffered very harshly, and by 1932, over four million people around the world were unemployed. This is regarded as one of history's darkest economic periods.

### Politics

The 1930s also fell between two other important events in history: **World War 1 and World War II**. There was a lot of tension between countries during this decade.

We now understand that the 1930s was both a magical and hard time in history. Complete the graphic organiser below:

## 1930s

Positive Events	Negative Events



## Week 1 Lesson 1 Continued...

[Click here](#) and watch the activity on the city streets of Paris towards the end of the 1930s. NOTE that colour and sound has been added to the video as the original footage did not have sound or colour.

Complete a comparison chart on the place where you live and Paris.

Your town/city TODAY	Paris in the 1930s
Women's Clothing	Women's Clothing
Men's Clothing	Men's Clothing
Vehicles	Vehicles
Signage Language	Signage Language
Public Transport	Public Transport
Buildings - style/materials	Buildings - style/materials

[Click here](#) and watch the book trailer.

Write down **three questions** you have after watching the trailer.

1.

2.

3.

**Learning Intention:** Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

**Success Criteria:** I can explain the plot introduction from the visual images.

**Inquiry Question:** Why is the introduction of this novel different to any other I have read?



### Christian Focus

**Psalm 34:18** 'The Lord is close to the brokenhearted and saves those who are crushed in spirit'.

We will read about a young boy who is all alone looking after himself and in need of love. The scripture above reminds us that we have a loving Heavenly Father who is close to the brokenhearted and will save a crushed spirit.

### Introducing Hugo Cabret

[Click here](#) and watch the clip. It introduces the main characters and gives us a glimpse into the story.

Before you read the chapters:

The **protagonist** in most novels features the main character or "good guy". The protagonist of *The Invention of Hugo Cabret* is the very likeable boy, Hugo Cabret, who lives in a Paris railway station. Think back to some of your favourite characters from past novels you have read. What do you think makes for an intriguing protagonist?

### Read

*The Invention of Hugo Cabret* by Brian Selznick p.1-45

### Communicate

Write a brief **synopsis** (a brief summary) of the events portrayed in the pictures at the beginning of Chapter One.

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What clue is there in the first series of pictures that tell the reader that the **setting** of the novel is in the city of Paris, France?

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Now finish reading Chapter One.

What two people did Hugo see in the toy booth? Why was one of them agitated?

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Describe the pictures that the old man found in Hugo's notebook.

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Describe how Hugo reacted when the old man took his notebook.

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# Week 1 Lesson 2 Continued...

## Learn and Apply

### Character Profile

Today we will begin to create a character profile of the protagonist Hugo Cabret. We do not know a lot about him yet. We will build this profile over the course of the next three weeks.

What do we already know about him?

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Describe his physical appearance.

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Write some character description words. Use some of the words from the list below.

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Draw a Picture of Hugo Cabret



### Character Traits

- |                |             |               |              |
|----------------|-------------|---------------|--------------|
| honest         | brave       | compassionate | leader       |
| courageous     | unselfish   | loyal         | hard-working |
| independent    | selfish     | responsible   | considerate  |
| self-confident | humble      | poor          | rich         |
| strong         | tall        | dark          | light        |
| handsome       | friendly    | adventurous   | timid        |
| shy            | pitiful     | cooperative   | sad          |
| lazy           | dreamer     | helpful       | messy        |
| gentle         | wild        | joyful        | busy         |
| patriotic      | successful  | short         | prim         |
| proper         | dainty      | able          | fighter      |
| tireless       | plain       | expert        | imaginative  |
| conceited      | mischievous | lovable       | ambitious    |
| quiet          | curious     | reserved      | pleasing     |
| bossy          | thoughtful  | keen          | happy        |
| disagreeable   | simple      | fancy         | plain        |
| excited        | studious    | inventive     | creative     |
| thrilling      | intelligent | proud         | fun-loving   |
| daring         | bright      | serious       | funny        |
| humorous       | sad         | lazy          | dreamer      |
| helpful        | witty       | cheerful      | smart        |
| impulsive      | cautious    | humorous      | lonely       |

**Learning Intention:** Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

**Success Criteria:** I can recognise and explain Hugo's brokenness.

**Inquiry Question:** How is it possible for our brokenness to be restored by God?



### Christian Focus

Discuss the inquiry question with your Home Educator. Jot down some thoughts that you can share in the lesson tomorrow.

### Read

*The Invention of Hugo Cabret* by Brian Selznick - **Chapter Two**.

### Communicate

Describe the **atmosphere** of the pictures at the beginning of Chapter Two.

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What had been the original purpose of the secret apartments where Hugo lived?

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What was Hugo's job in the station?

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**Foreshadowing** is a literary device where the author provides **a hint** as to what will happen later in the story. How might the description of Hugo seeing the Station Inspector's office and jail cell be an example of foreshadowing?

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There were \_\_\_\_\_ clocks in the station.

### Learn and Apply

#### Term 2 Spelling List

[Click here](#) and open the link to access the Term 2 Spelling List. Make a copy of this list and put it in a place that you can look at every week. Spend time each week learning the list words. The words can be found in the novel you are reading this term. Ask your Home Educator to pretest your words. Focus on the ones you do not know.

[Click here](#) and open the link to access vocabulary flashcards of words and their meaning found in *I Am David*. This will help you understand the meaning of each word.

In Lesson 3, Week 9 ask your Home Educator to give you a spelling test.

**Go to Appendix A at the back of the workbook to complete the activity today.**

## Week 1 Lesson 3 Continued...

Here is a copy of the template you will use for the spelling activity. Each week choose 2 different words. Complete the activity on each word e.g. definition, synonym and write a sentence using the word. Go to Appendix A at the back of the workbook now to do so.

WORD 1	WORD	DEFINITION	
	SENTENCE		SYNONYM
WORD 2	WORD	DEFINITION	
	SENTENCE		SYNONYM

### Language Activity Definitions:

**Synonym** = a word or phrase that has exactly or nearly exactly the same meaning e.g. big - large

**Antonym** = a word opposite in meaning to another e.g. hot - cold

**Homophone** = two or more words that have the same pronunciation but different meaning or spelling e.g. knew - new

Next to each pair of words indicate whether each is an example of a synonym **(S)**, antonym **(A)**, or homophone **(H)**.

1. discover - conceal \_\_\_\_\_
2. steal - steel \_\_\_\_\_
3. impressive - inconsequential \_\_\_\_\_
4. sumptuous - delicious \_\_\_\_\_
5. precious - disfavoured \_\_\_\_\_
6. cell - sell \_\_\_\_\_
7. obsessed - uninterested \_\_\_\_\_
8. commotion - brouhaha \_\_\_\_\_
9. peeved - exasperated \_\_\_\_\_
10. predictable - unforeseen \_\_\_\_\_



What is Hugo like?

### Create

Read p. 80 of the novel. We are beginning to get an idea about Hugo's life. What **clues** on this page tell us that he is always worried?

**The theme of broken people or things can be restored is emerging.** At this point we can only see the brokenness of Hugo's life:

- He is an orphan and lives alone.
- He doesn't trust anyone.
- His life is hard.
- He has to maintain the clocks at the train station or his situation will be revealed and he will be sent to an orphanage.



## Week 1 Lesson 3 Continued...

Let's take a look at what the Bible tells us about brokenness.

### Humpty Dumpty and Human Brokenness

Although every human is sinful and broken due to the Fall of Man when Adam and Eve sinned, God still loves us and wants to have a relationship with us. Through sometimes challenging circumstances, He is able to transform our goopy, shattered lives into a new creation. Today we are going to look at an amazing object about our lives and God's power.



"Visualize yourself not falling off the wall."

**Eggs** are amazing and miraculous. They are a great source of nutrition for us and can also hatch into beautiful birds. However, if we break the shell, whether it is raw or boiled, regardless of what we do to it, it cannot be just as it was. This is how our human lives are. God wanted to make us whole and be with us in the Garden of Eden, but sin got in the way...our lives are broken from the moment we are born. We can't fix ourselves on our own, no matter how hard we try. Fortunately, God had a plan, and Jesus made it so that we might have hope.

*For since death came through a man, the resurrection of the dead comes also through a man. 22 For as in Adam all die, so in Christ all will be made alive. -1 Corinthians 5:21-22* But just how does God accomplish that? Let's look back at the raw egg with the broken shell...we have a goopy mess, but how can we make it something usable? We can cook it! When we scramble, fry, whatever we do to these eggs, it makes them a new creation, just like God does with us.

*"Therefore, if anyone is in Christ, the new creation has come: The old has gone, the new is here!"*  
**(2 Corinthians 5:17)**

So our present lives are really just the "shell..." we cannot fix them or make them just right...but God can and does do amazing things. Our insides (our soul, humanity) are where the centre of our being is, and where God changes us. However, just as with eggs, the change is not always easy. Think about cooking or boiling an egg. It has to go through some intense heat before it is changed. Well, often when we are transformed, it doesn't feel great initially...but winds up ultimately for the better. *"See, I have refined you, though not as silver; I have tested you in the furnace of affliction."* **(Isaiah 48:10)**

While God is at work within us, we can encounter temptations, trials, and challenges. We can "boil" or "fry" through these...but if we trust in Him and keep looking to God, eventually we can be changed into something new and wonderful. We no longer need the old shell because something entirely different has taken its place. That is the miracle and glory of God's work in us. (Schmidt, K. (2016, July 30). *Lesson: Humpty Dumpty and Human Brokenness (Romans 12:2) - Ministry-To-Children Bible Lesson Plans for Kids*. Ministry-To-Children. <https://ministry-to-children.com/humpty-dumpty-brokenness-lesson/>)

So while Humpty Dumpty could not be redeemed, fortunately we have the King of Kings Himself to put us back together...and He always will! The scripture this week reminds us that the Lord is close to the broken hearted and can restore us.



**Learning Intention:** Students explain how **language features**, images and vocabulary are used to represent different ideas and issues in texts.

**Success Criteria:** I can demonstrate my understanding of the plot events in Chapters 1-3 by creating a storyboard.

**Inquiry Question:** What are the main plot events in Chapters 1-3?



### Christian Focus

**Psalm 34:18** 'The Lord is close to the brokenhearted and saves those who are crushed in spirit'.

Discuss yesterday's thoughts on what the Bible tells us about brokenness with your Home Educator.

### Read

*The Invention of Hugo Cabret* by Brian Selznick- **Chapter Three.**

### Communicate

Every good story usually needs an interesting **antagonist** ("bad guy"). In the coming chapters we get to know a character who serves as an effective antagonist in our story. Think about some other books you have read which have featured an antagonist that you really disliked. What **characteristics** do you think makes for an effective antagonist?

What did the old man threaten to do to Hugo's notebook?

### noun:

a word that names a person, place, thing, or idea

- Mr. Gutierrez (person)
- Brazil (place)
- sofa (thing)
- love (idea)

# Week 1 Lesson 4 Continued...



## Learn and Apply

### Definitions

Types of **nouns** - refer to the chart above

Write three sentences from Chapter 3.

Underline the nouns in each sentence.

Write the nouns and state which type they are. Refer to the chart.

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## Week 1 Lesson 4 Continued...



### Create

#### Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of one scene - or the entire novel. Complete the storyboard below illustrating the events described in the first three chapters of *The Invention of Hugo Cabret*.

1	2
3	4
5	6

A large, light gray watermark reading "SAMPLE" is diagonally across the storyboard grid.

### Going Further

The **automaton** in the novel was inspired by a real life counterpart.

The look of Hugo's automaton was inspired by "the writer," one of three automata built by 18<sup>th</sup>-century Swiss watchmaker Pierre Jaquet-Droz, his son Henri-Louis Droz, and Jean-Frédéric Leschot.

[Click here](#) and read about the inspiration for including an automaton in the novel.

Research automatons and answer the following questions.

What is the oldest automaton in history?

Who made it and how does it work?

What is the most famous automaton?

Who made it?

Sketch a picture of it. Complete this task in your exercise book.