Other worlds
To infinity and beyond
with digital tools in the middle years
by Lizzie Chase
http://otherworlds.yolasite.com

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Student tasks

- The Other worlds project is aimed at students in Years 5-8 English classes. It includes an ebook, lesson plans and student worksheets at http://otherworlds.yolasite.com.
- The project is built around the central idea that reading takes us to other worlds. Students can build worlds of their own in response, by creating multimedia texts.
- Teaching ideas have been written for 12 books.
- A Tools guide and Tool tips accompany these 12 sets of student tasks.
- These student task for the Other worlds project are in alphabetical order, by book title. The books include picture books, fiction and non-fiction. The titles of the 12 books are also listed in the Tools guide, showing their order of appearance in the Lessons. The lessons begin with picture books and move to novels.
- The free digital tools in this project require Java and Adobe Flash Player to work.
Student tasks
Featured books - Australian focus - Non-fiction and fiction
Picture books and novels - Alphabetical order

1. *100 cupboards* by N.D. Wilson – p.3
2. *Alive in the death zone* by Lincoln Hall – p.4
3. *Beyond the knock-knock door* by Scott Monk – p.5
4. *Eric & The bird king and other sketches* by Shaun Tan – p.6
7. *Night school* by Isobelle Carmody and Anne Spudvilas – p.9
8. *The spell of undoing* by Paul Collins – p.10
10. *The whisperer* by Fiona McIntosh – p.12
100 cupboards by N.D. Wilson
Cupboard worlds

1. Read

Read The 100 cupboards by N.D. Wilson. 289 pages. View and discuss the 100 cupboards trilogy book trailer at www.youtube.com/watch?v=19DoOGuhUa8


2. Reflect

Point of view task - Setting
Create a simple animation of a new world which you have walked into, using Flux time at www.fluxtime.com

Walking into a new world
Write about the world you saw there and the sensations of surprise, fear, delight etc as you realised you had travelled to another world.

In an instant, I was transported to another world. I saw...

3. Respond

Visual representations of characters
Design a series of faces from “behind the cupboard doors”. Begin to experiment with altered realities, by using the Apply photo effects in BeFunky at www.befunky.com.

Describe special powers
Create ONE character and write about it. Name the character and the world it is from. Describe that character’s nature and special powers.

4. Re-imagine

Use the Kizoa photo morphing tools at www.kizoa.com/morphing. Your task is to create characters you have encountered by stepping through a doorway into another world.

Characters from another world
Create a slideshow at www.kizoa.com. On slide 1, show and name the other world. Then present a series of characters – remember to include a hero, the hero’s friend, a problem, the hero’s helper, a villain, a villain’s helper, an inhabitant of that world [could be a ruler or a peasant type].
Alive in the death zone by Lincoln Hall
Extreme worlds

1. Read
Read Alive in the death zone by Lincoln Hall. Focus in particular on the events described in Chapters 5, 8 and 9.

Discuss
What are the qualities of a person who is good in a crisis?
How would you wish to behave in an extreme situation?

2. Reflect
Reflect on the impact of Mt Everest on our imaginations.

Cube of search terms
After reading Alive in the death zone, use Search cube at www.search-cube.com to discover a cube of information about Mount Everest.

Search options
Conduct timeline, image, video and map searches about Mt Everest in Google.

3. Respond
Timeline
Create a timetoast timeline at www.timetoast.com of the Mt Everest climb in 1984 described in Chapter 5.

4. Re-imagine
Story mapping

Your Prezi presentation will automatically be public. Delete any practice prezis.
Beyond the knock-knock door by Scott Monk

Riddle worlds

1. Read
As a class, read Beyond the knock-knock door by Scott Monk.
Discuss techniques which build suspense in the book trailer video at
www.youtube.com/watch?v=HELVS3ZObfw
Respond to Scott Monk talking about themes in the book at
www.youtube.com/watch?v=IrarOVCkbD0&feature=related

2. Reflect
Mind map about two worlds
After reading the book, go to the Creaza suite of tools at www.creaza.com. Click on Tools,
create 2 mind maps using Mindomo. In the centre of one, write Pacifico and make notes about the sights that the triplets see there. In the centre of the second one, write Tahoke and list what he shows them about his people, the Thirteen Tribes.

3. Respond
Represent a theme visually
Point of view cartoon task
Using Cartoonist in Creaza at www.creaza.com, create a cartoon that expresses the views of one of the major or minor characters in the book.

Re-imagine task:
Glogster EDU is at http://edu.glogster.com
NB Do not use www.glogster.com

4. Re-imagine
Point of view journal task
The adventure is over and the triplets are back home again. Create a journal entry in an online poster at Glogster EDU - Try to create your glog - that shows what Michael OR Sam learned from their time beyond the Knock-knock door [about life, about treachery, about the rich world, about slavery (page 283-4), about cooperating together etc]. Get into character – so you choose images and words that sound just them!
Eric and The Bird King and other sketches by S Tan
Imaginary worlds

1. Read
Read The bird king and other sketches and Eric by Shaun Tan.

Creative processes
Read and discuss the FAQs about Shaun Tan's creative processes at www.shauntan.net

What helps YOU to be creative?

2. Reflect
Point of view portrait task
Create the face of Eric's favourite person, as HE SAW IT. Use picassohead at www.picassohead.com/create.html

Write a paragraph from Eric's point of view about his favourite human.

3. Respond
Flame creature – Use Explorer or Firefox
Explore your own creativity. Use Flame to create a flame creature at www.escapemotions.com/experiments/flame/index.html#top

Write a paragraph about your Flame painting and the impact you wish to make on a viewer.

4. Re-imagine
Imaginary creature
Create your own imaginary creature which will feature in a picture book you will write. Use Odosketch at http://sketch.odopod.com

Blurb
Write a blurb for your picture book, featuring your imaginary creature. The picture book will be aimed at 10-12 year old readers.
**Lost worlds** by John Howe

**Lost worlds**

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### 1. Read

**View** *Lost worlds: A visit with John Howe* at [www.youtube.com/watch?v=IGaxYZX-N3Q](http://www.youtube.com/watch?v=IGaxYZX-N3Q)

**Read** *Lost worlds* by John Howe.

Which is your favourite lost world from the book? Why is this so? Persuade others about the significance of this world.

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### 2. Reflect

**Visit** *A history of the world* at [www.bbc.co.uk/ahistoryoftheworld](http://www.bbc.co.uk/ahistoryoftheworld)

**Discuss**

Choose one culture to discuss as a class. What do the clothing, art, science and technology objects which are left behind tell us about the culture and inhabitants of a lost world?

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### 3. Respond

**Research a lost world**

Choose one ancient civilisation from *Lost worlds* to research. E.g. Pompeii.

Discover the basics about the topic, using Visuwords graphical dictionary at [www.visuwords.com](http://www.visuwords.com)

Make your own notes to summarise the important information about your topic.

Collect images, maps, sound, videos and web links about your lost world.

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### 4. Re-imagine

**Discovery box presentation**

Using your notes and the resources you have collected, create a Discovery box research presentation at [http://discoverybox.e2bn.org](http://discoverybox.e2bn.org) about your lost world.

**Speech**

Give a guided tour of your discovery box to your classmates, describing your most significant research findings.
1. Read

Read *Mirror* by Jeannie Baker.

*Which route will we take between Morocco and Australia?*

Imagine you have a magic carpet that can fly from Sydney to the Valley of Roses. Use *Google Earth* to plan a route that includes travel over mountains, deserts, rainforests, volcanoes and oceans.

Download *Google Earth* at [http://earth.google.com](http://earth.google.com).


2. Reflect

*Google Earth: Discuss the different terrains*

Use *Google Earth* to see the route between the two countries and to visualise the terrain in each place. Discuss similarities and differences between living in the Moroccan Valley of Roses desert and in urban Australia.

*Venn diagram: Compare and contrast*

In pairs, create a Venn diagram to think through and record ideas about *How are we the same and different?* at [http://classtools.net](http://classtools.net).

3. Respond

*Email*

Send Jeannie Baker a class or personal email via her website at [www.jeanniebaker.com](http://www.jeanniebaker.com), responding to *Mirror* or asking questions.

*Book review*


4. Re-imagine

*Slideshow presentation*

Imagine that you are going to send someone of your own age in the Moroccan desert a presentation of your favourite local places.

Take 7-10 photos and create a *PhotoPeach* presentation at [http://photopeach.com](http://photopeach.com). When it is made, click on Spiral to share with friends and explain why these places are special to you.
Night school by I Carmody and A Spudvilas
Shadow worlds

1. Read
Read Night school by Isobelle Carmody and Anne Spudvilas.

Discuss
In the story, the children face their fears and win the day. Is the man real? Is he a ghost? Why was he in the empty school? Should the children tell their teacher what happened during their night war? What do you do to lift your spirits and make you brave? Does this story have a moral?

2. Reflect
Discuss
What would life be like if it was always sunny? Would you miss the rain? Would you miss the shadows? What would it be like to live in a place where there was endless day and no night time? What is the relationship between light and darkness?

Paint
Use the Angular brush in Viscosity at http://windowseat.ca/viscosity/create.php to create your own reflection about the relationship between darkness and light.

3. Respond
Abstract landscape – Use Explorer or Firefox
Use Fluid painter at www.escapemotions.com/experiments/fluid_painter/index.html to create an abstract landscape which expresses the hope and strength which the students feel at the end of the story.

4. Re-imagine
Night school has been about a journey from darkness into light. Stories are often about overcoming obstacles, personal change and journeys towards happiness.

Create a class ebook
Work in groups to create a class Mixbook picture book without words at www.mixbook.com for 4-5 year olds about a character who is all alone and ends up with friends.
The spell of undoing by Paul Collins

Floating worlds

1. Read
As a class, read The spell of undoing by Paul Collins. It is a fantasy about a medieval world.

View the map of the city of Quentaris at www.quentaris.com/quentaris.htm. How is it typical of cities in the middle ages?

Read and discuss how excitement and suspense are created in the extract from the book at www.quentaris.com/books_spell_undoing.htm

2. Reflect
Hero’s journey
In many fantasy stories, there is a hero, a quest object, an enemy, an evil plot, some powerful magic and an unexpected ally. This is the case in The spell of undoing.

Reflect on Tab’s heroic qualities as the main character of this story.

Create your own hero for a fantasy quest, using the Character map in the Literary elements graphic organiser at http://tiny.cc/rtkkz

3. Respond
The spell of undoing features the floating city, Quentaris. Unusual settings can have great appeal and intrigue attached to them.

Paint a floating city
Use Canvastic.net at http://canvastic.net/ultraprimary/net_up.htm to prepare an image of your own floating city [it can be any object you like].

4. Re-imagine
Gather or create your own images for a Storyjumper picture book. The book will have a 10-12 year old audience. It will be called Let’s write a fantasy quest. This book will be a writing stimulus. It will feature pictures and descriptions of a fantasy hero, quest object, magic, enemy and ally. Also include the first paragraph of your fantasy quest, so that other writers can continue the story, if they wish...
**The vampire book** by Sally Regan

**Vampire worlds**

1. **Read**

As a class, read extracts from *The vampire book* by Sally Regan. Discuss it as a blend of fact and fiction, in its layout and language.

In pairs, read and explore the book.

Discuss together which vampire legends are most interesting to you and why.

Discuss why you believe so many cultures have vampire legends.

2. **Reflect**

Create a crossword and quiz

In pairs, collect interesting legends from the *Blood demons* and *Fairy folk* sections of the book and create a crossword and quiz to test your classmates’ skills at scanning for rapid information retrieval.


3. **Respond**

**Point of view cartoon task**

Use Bitstrips at [www.bitstrips.com/create/comic](http://www.bitstrips.com/create/comic) to create a 3 frame cartoon which shows the thought bubbles of someone who is secretly a vampire in a modern high school and his/her friends don’t know...

4. **Re-imagine**

Create an animation

Go to Domo Animate studio at [http://domo.goanimate.com/studio](http://domo.goanimate.com/studio), and use *Monsters Mayhem* characters and settings to create a presentation in which a vampire gets across what it’s like to be a vampire to an audience of primary school viewers...

NB The vampire in this studio is a male. Use the woman in a red dress as a vampire, too.
1. Read

**Preview**
Browse inside *The whisperer* by Fiona McIntosh at [http://tiny.cc/cu6xu](http://tiny.cc/cu6xu)
Discuss the review by Sue Crawford at [http://tiny.cc/w1iei](http://tiny.cc/w1iei)
Do *The Whisperer* jigsaw by Irene Lesley at [http://tiny.cc/665z4](http://tiny.cc/665z4)

**Read**
Read *The whisperer* by Fiona McIntosh.

2. Reflect

**Themes**
Use *Bubbl’us* at [https://bubbl.us](https://bubbl.us) to build a mind map which explores motifs and themes in *The whisperer*.

**Magical creatures**
Tess leads a group of magical creatures. Use *Build your wild self* at [www.buildyourwildself.com](http://www.buildyourwildself.com) to create a simple imaginary creature of your own. Write about your creature and explaining its magic qualities.

3. Respond

**Magical powers: thought bubbles poster**
As Griff moves through his day, he hears the most urgent thoughts on everyone’s minds. Imagine that you have the power to read minds.

Create a *Word* poster which shows images of 5 different characters and their innermost thoughts. Embed the poster in your blog at [http://embedit.in](http://embedit.in).

**Extension:** Create a Vuvox collage at [www.vuvox.com](http://www.vuvox.com) which plays soundtracks of the 5 characters’ emotions. Select *Creative Commons* soundtracks from *Jamendo* at [www.jamendo.com](http://www.jamendo.com).

4. Re-imagine

*The whisperer* is about what happens when twins are reconnected and evil is overcome.

1. **Create a picture book** in *Carnegie Library My Storymaker* at [www.carnegielibrary.org/kids/storymaker](http://www.carnegielibrary.org/kids/storymaker) which celebrates true friendship and connection. Remember to keep your story number safe, so you can print or share this story later.

**OR** [for secondary students]

2. **Write a fantasy adventure** for *Inkpop* at [www.inkpop.com](http://www.inkpop.com) about magical beasts, as a tribute to the creatures in *The whisperer*. 

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*Other worlds: To infinity and beyond with digital tools in the middle years* by Lizzie Chase with S Bowes, D Ivanek, Y Liu, J Riley, J Starink
This book is not good for you by P Bosch
Secret worlds

1. Read
As a class, read This book is not good for you by Pseudonymous Bosch. This is the 3rd book in the Secret series. It focuses on the sense of taste. Each one focuses on a different sense. There will be 5 books.

Discuss
To orient yourselves to the series, watch and discuss videos at:
www.allenandunwin.com/secret/
http://tinyurl.com/38r6c52
http://tiny.cc/ty14c

2. Reflect
Mind map about time
Mindmap your response to these prompts:
• My favourite memory is...
• If I could live forever – good things/bad things about it...
• Where we think Cass’s real parents are...
• If I could travel back anywhere in time, I would like to see...

Use the circle shape to make a Cluster web in the ReadWriteThink Webbing tool at http://tiny.cc/ye3wt. Print out your mind map.

3. Respond
Blog
As a class, choose one or more of the topics below to post about on the class blog:
• My favourite memory is...
• If I could live forever – good things/bad things about it...
• Where we think Cass’s real parents are...
• If I could travel back anywhere in time, I would like to see...
• What is the Secret that Cass will need to keep?
• If I could control minds, this is what I would get my slave to do...

4. Re-imagine
Avatar
For a short time, Max-Ernst feels as if Yo-Yoji is his avatar and will enact his every wish. The truth is, Yo-Yoji did not get to choose. Create an avatar for Max-Ernst that you believe reflects his personality, using Voki at www.voki.com.

Ebook
Using Storybird at http://storybird.com, create a picture ebook for 5 year olds, on the theme of “My favourite memory”.

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1. Read

Read *Toby alone* by Timothee de Fombelle. 392 pages.
View and discuss the student book trailer at [www.youtube.com/watch?v=0h5U-k6ixzM](http://www.youtube.com/watch?v=0h5U-k6ixzM)

**Themes**

**Extension reading:** Discuss ideas and themes raised at [http://tiny.cc/93gpo](http://tiny.cc/93gpo) and [http://tiny.cc/laz18](http://tiny.cc/laz18)

2. Reflect

**Tree as a metaphor for our world**
Discuss and mindmap the way in which the environmental, political and intellectual issues in the book mirror what happens in OUR world in the pursuit of power and profit. Use the Target diagram at [www.classtools.net](http://www.classtools.net).

**Extension task:** Go to [www.ted.com](http://www.ted.com), select one talk with the tag “philosophy” and discuss it.

**Extension task:** Research Andy Goldsworthy’s art at [www.goldsworthy.cc.gla.ac.uk/browse](http://www.goldsworthy.cc.gla.ac.uk/browse). Look at arches and leaves. Watch YouTube videos about Goldsworthy’s projects. What is ephemeral art? How do these images affect you?

3. Respond

**Evaluative word cloud**
Create a word cloud using Wordle at [http://wordle.net](http://wordle.net) to show your personal understandings of 20-25 key ideas and themes in *Toby alone*. You can paste in your reflections OR Choose the Advanced option and weight each theme, to show their relative importance. Most important themes will be the biggest. Choose specific font, colour and layout to express your message clearly and persuasively. Do not use your surname, when you save and write your Comment about the themes. Example: [www.wordle.net/show/wrdl/2957221/Toby_A lone](http://www.wordle.net/show/wrdl/2957221/Toby_A lone)

4. Re-imagine

**Persuasive presentation**
*Toby alone* is very persuasive about serious environmental damage, such as deforestation and global warming, caused by profit seekers. Choose a habitat that you care strongly about and create a free 30 second slide show to celebrate it, in Animoto at [http://animoto.com](http://animoto.com). Use music that is stirring. Send a persuasive message about saving the habitat. Your teacher can set up a free account for 50 students from one gmail account – see Tips.

**Alternative option:** Create a persuasive ZooBurst 3D pop up book about themes in the book.