

# Anchored

AUTHOR

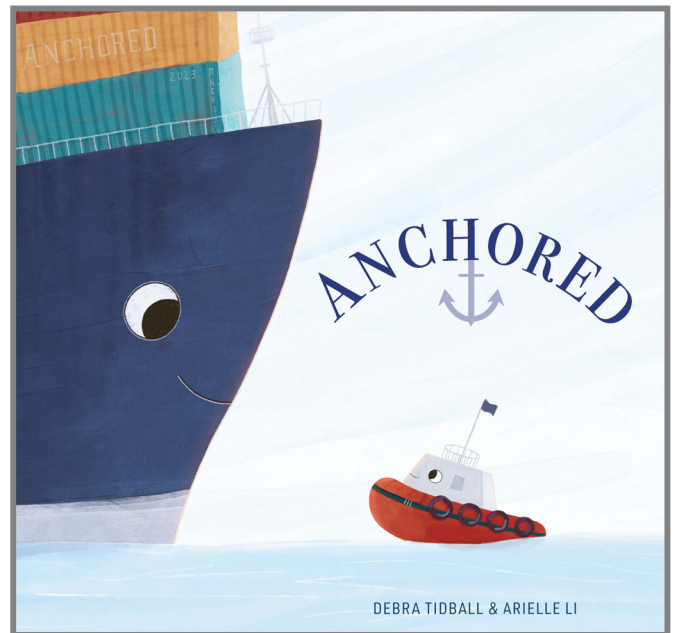
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ILLUSTRATOR

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## SYNOPSIS

Despite being oceans apart, Tug and Ship are connected by strong bonds in *Anchored*, a tale of love and connection told through the relationship of a tugboat and a cargo ship.

*Anchored* honours the intrinsic value and worth of a child and the sustaining power of love, despite being oceans apart. It's an empowering story that will give children a sense of pride and strength to get through the 'missing you' days.

## ABOUT THE AUTHOR

Debra Tidball is an award-winning author of picture books, short stories, poems and plays for children. With a background in social work and qualifications in children's literature.

## ABOUT THE ILLUSTRATOR

Arielle Li is a Taiwanese-Australian illustrator based in Australia. She has been passionate about creating art from a young age, and has been pursuing illustration as a career since 2019.

## THEMES

- Separated families
- Parent-child attachment
- Social and emotional development
- Love and connection
- Ships and boats

## STUDY NOTES

### BEFORE READING

- Think of a time when you felt lonely, or missed someone you love. What did you do? What thoughts went through your mind? How did you manage the situation? What could have been done differently?
- Create a chart or table with headings 'Loneliness' (or 'Alone') and 'Connectedness' (or 'Anchored'). Ask students to name some synonyms to describe the meanings/feelings for each column. For example:
  - Loneliness: sad, alone, lonely, isolated, solitary, loss.
  - Connectedness: joined, linked, anchored, attached, loved, union.

- Look at the cover of *Anchored*. Ask the following:
  - What do you see?
  - What do you think the characters are feeling?
  - How does it make YOU feel?
  - What does it make you wonder?
- What is an anchor? What do you think is meant by the title, 'Anchored'?
- What do you think this story might be about? Do you think this book will be helpful?

### WHILE READING

- What can you tell about the relationship between Tug and Ship in the first couple of pages?
- Why do you think Tug and Ship need to be apart from each other?
- Why might Tug be feeling less brave and more alone?
- Does Ship feel the same way? What does Ship mean, 'You were in my heart'?
- Why does Tug feel big and bursting with pride?
- How do you think Tug will feel next time Ship goes out into the ocean?

### AFTER READING

- What is the story about? What is the main idea? How did it make you feel? Do you have a part that you relate to or enjoyed the most?
- What did you learn about Tug and Ship, and their relationship?
- Can you name some describing words (adjectives) about each of them?
- What kinds of vessels are they? (Tug is a tug boat, Ship is a cargo ship).
- How does the sea shining less brightly and a feeling of sinking relate to how Tug was feeling?
- Why do you think it was important for Tug to learn how to feel 'less alone' when Ship was away?
- How did Tug feel when Ship returned?
- How did Ship overcome feeling alone when Ship felt 'lost in the inky nights speckled with twinkling stars.'? What other strategies or thoughts did Ship use to feel more connected to Tug? How did this help Tug change from the beginning to the end of the story?
- Find and make a list of the 'ship' or 'boat' terms used by the author to express the emotions/connections between the characters. For example, 'anchored', 'boomed', 'sputtered', 'sinking', 'sparked', 'tooted', 'buoyed'.
- What do you notice about the repetition in the text? Why do you think the author repeated the descriptions about the shining sea and feelings of bravery and loneliness? How does this help the story? How does this help the reader?
- 'Chugga chugga chugged', 'Boom Boom Boom', 'Toot Toot Toot' are sound words called onomatopoeia. Can you find other onomatopoeia in the story, or think of your own to suit the 'boat/engine' theme?
- What do you like about the illustrations? What have they taught you about each of the characters?
- Has the illustrator effectively portrayed the characters' feelings? How? What kinds of colours, textures and perspectives has she used to express the different emotions and focal points of the story?
- Turn and talk to a friend about a time when you weren't able to see people you cared about for a long period of time.

### DISCUSSION QUESTIONS AND ACTIVITIES

#### English

- Find and list examples of the following literary devices in *Anchored*:
  - Alliteration
  - Repetition
  - Onomatopoeia
  - Metaphors
  - Similes
  - Rhyme.

Discuss and write the meanings of the above literary devices.

- What do you notice about the patterns of the words or language?
- Choose a spelling focus, such as 'ee' as in 'been' and 'seen', or 'ch' ('ch' makes a 'c' sound in 'anchored' and a 'ch' sound in 'chugged'). Find words in the book that contain the spelling focus you chose and write the word/s with white crayon on white paper, then reveal with watered-down blue paint.
- Create a tug boat flag and write a favourite metaphor or simile, then display around the classroom.
- Read the book, and write the emotive verbs (action words that evoke an emotional response eg. anchored, crashes, twinkling, sinking, snuggled.).
  - Complete the following sentence using at least one of the emotive verbs you found. Students can create their own sentences, too, but this can be a good guide.  
'I've been to \_\_\_\_\_ where \_\_\_\_\_ I felt \_\_\_\_\_.'
- Draw pictures of Tug and/or Ship in the moments they felt 'alone' and 'anchored'.
- What are some aspects in the story, *Anchored*, that you can relate to in your own life?
  - Do you remember how you felt in times of isolation, such as lockdowns and remote learning?
  - Was there a time when you needed to feel brave or resilient? What happened? What strategies helped you?
  - Have you ever been on a boat or ship?
  - Have you been swimming in the waves, or seen jellyfish dance, or watched twinkling stars at night?
  - Do you like to make your own boats or objects that float, or push, pull and prod?
- Find out about Navy ships (Australian Defence Force) and other shipping (import/export) work, or the types and roles of different boats/vessels.
  - Create a poster or digital presentation for an event on a boat/ship that would 'connect' people in some way. For example, a birthday, wedding or holiday cruise. What can you discover about different strategies for feeling 'less alone' or 'more brave'? Use these to teach others via friendships groups or (safely) online. How can this story help other children across the world?
- Write a narrative story based around the beautiful wonders students might find in and across the ocean, just like Ship. Ask students to think about the following:
  - What kind of adventures you might experience.
  - What kinds of sights, creatures or characters might be found.
  - What personal emotional or physical challenges might need to be overcome. How will they be resolved?
- Write a narrative where you imagine you longed for a new friend or loved one, but they could only be reached all the way across the ocean. Think about the following:
  - How do you feel to be alone?
  - What creative methods can be taken to send a message across the sea? How will the message be returned?
  - What challenges would need to be overcome?
  - Will the problem of loneliness be resolved in the end?
- Complete a Venn Diagram to compare the similarities and differences between Tug and Ship. Think about their appearances, emotions, behaviours, strategies, etc.

## SCIENCE/STEAM

- Learn about the layers of the ocean, the marine animals and ecosystems inhabiting our oceans, and scientific experiments including the density of salt water versus fresh water, how sounds travels underwater, the impacts of pollution, and how blubber keeps animals warm.
- Experiment with floating and sinking of various objects, and learn about the science of buoyancy with the following experiments:

### Experiment 1: Bobbing for Oranges

- Students can explore how the changes in density affect the object's buoyancy. Make predictions prior to each test. Students first place an orange in a large tub filled almost to the top with water. Observe whether the orange floats or sinks. Next, peel the orange and place in water again. What happens to the orange this time? Students can discuss their observations. The orange has air pockets in the skin, allowing it to float. Peeling the skin changes the density and causes the orange to sink.

### Experiment 2: Sinking Ships

- Students can explore the weight, or mass, their 'ship' takes before the buoyancy is overcome and it sinks. With a small plastic container (or a foil or playdough boat), students predict how many coins (or other small weights) it can hold before it sinks. Observe and record. Can they alter the variables (ie. change the shape of the boat, try different weights) to keep the ship afloat for longer?

### HUMANITIES AND SOCIAL SCIENCES

- Watch the following video to learn about the oceans, their marine life and pollution issues: <https://youtu.be/1WZsxVDTqcU>
- Research the names and locations of the world's oceans. Can students find/mark these on a map/globe of the world?
  - What are the names of some other seas and reefs? Locate these on a map of the world.
- Ask students to locate their own state or territory on a map, and draw a line to their closest ocean. Draw different coloured lines (or pin with string), from their location to each of the different oceans.
- Discuss why it is important to care for our oceans and their ecosystems. What are the problems marine life faces with pollution? What can we do to help?
- Discuss ways we can feel connected to people who may live nearby, or across the ocean. How are we connected to our own place, and how can we connect with other places? Students could draw or make a model of the earth and attach pictures or items, with string or wire, of things that allow 'connections' with others around the world. These could include: modes of transportation (boats, planes, etc.), computer/technology, letters/parcels, message in a bottle, carrier pigeon (or whale!), sky writing, billboards, and so on.

### VISUAL ARTS

- The illustrator of *Anchored* has used mixed media to create contrast between the characters and their surroundings with defined lines and bold primary colours, and the fluid nature of the ocean with tones of blue and white. Ask students to choose a favourite scene from the book, or a landscape of their choice. Using pencils or crayons and watercolour paint, create an emotive scene that captures the feeling of either 'loneliness' or 'connection'.