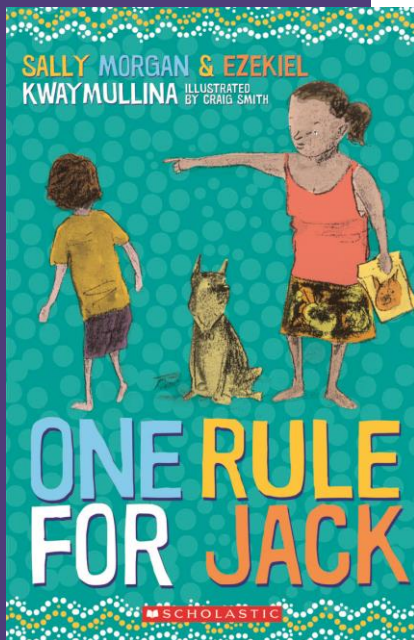


Teachers' Notes

One Rule for Jack

Written by Sally Morgan and Ezekiel Kwaymullina
Illustrated by Craig Smith

Teachers' Notes by Rae Carlyle



OMNIBUS BOOKS

Category	Junior Fiction
Title	One Rule for Jack
Author	Sally Morgan & Ezekiel Kwaymullina
Illustrator	Craig Smith
Publication date	August 2014
Format	198 x 228 mm
Extent	64 pp
Binding	Paperback
Printing	Mono
ISBN	978 1 74299 033 0

Previous publications

Sally Morgan

A Feast for Wombat
(Omnibus Books, 2014)

Sally Morgan & Ezekiel Kwaymullina

Going Bush with Grandpa
(Omnibus Books, 2014)

Craig Smith

Going Bush with Grandpa
(Omnibus Books, 2014)

Bungawitta (Omnibus Books, 2011)

Redback on the Toilet Seat
(Omnibus Books, 2008)

Just You Wait! (Omnibus Books, 2004)

The Monster Fish (Omnibus Books, 1999)

I Want Earrings! (Omnibus Books, 1997)

Contents

Introduction.....	2
About the Authors	2
About the Illustrator.....	2
Activities	2

Introduction

Jack loves playing with his friend Thommo, eating the cakes that his grandma bakes, and going to the footy with his dad. He is not so keen, however, on having to help out around the house, or on his mother's insistence that he have a shower every day. Luckily for Jack, he has discovered one rule that he now lives by – *When your parents ask you to do a job – do it badly*. Jack is convinced that this rule may be crazy, and occasionally things might not go quite the way he has planned, but it works for him and keeps everyone happy ... or does it?

About the Authors

Bestselling author and artist Sally Morgan teams with Ezekiel Kwaymullina to produce the second of a series of chapter books based on Indigenous children, country and family. Sally Morgan is an Australian Aboriginal author, dramatist and artist, widely known for her first book, *My Place*. Her artwork is represented in many collections in Australia and overseas. Her son Ezekiel Kwaymullina has written fantasy for young readers and collaborated with Sally on this and other stories. He has also written a picture book, *The Two-hearted Numbat*, which was illustrated by his sister Ambelin Kwaymullina. Sally and her family live in Perth.

About the Illustrator

Craig Smith is one of Australia's busiest illustrators, and has illustrated hundreds of educational and other books since the 1970s, when he began his career. Early picture books include the classics *Whistle up the Chimney* by Nan Hunt and *Black Dog* by Christobel Mattingley. He has illustrated many picture books and junior novels for Omnibus Books, more recently the award-winning *Bungawitta* by Emily Rodda. He now combines illustrating with delivering talks and drawing workshops in schools around Australia. He lives in Melbourne.

Activities

English

In *One Rule for Jack*, Jack is convinced that the adults in his life are completely fooled by his 'One Rule', and that doing a job badly saves him work and keeps his parents happy. When the adults talk to Jack, the things they say make it sound like they believe all his tales of breaking brooms and rats eating the sponge – but is this really the case?

- As a class discuss the different responses that Jack gets from the adults in his life when he does a job badly.
 - What are some of the things that the adults say to him when something prevents Jack from doing his chores?
 - What are the solutions that they suggest to help fix the problem?
 - What are the things that the adults do that make the reader suspect that they know what Jack has been doing?
 - Why might the adults be responding in this way instead of telling Jack that he isn't fooling them?
- Rewrite one of the scenes from *One Rule for Jack*, but from the perspective of one of the adults in Jack's life. You can choose Grandma, Mum, Dad, or Uncle Joe for this. Describe exactly the same events that Jack tells us about, and use the same dialogue, but make sure that the scene is now told from the point of view of the adult. Be sure to include the adult telling us about what they think Jack is doing, and the reasons for the adult's actions and words. You might also like to include some of the conversations that the adults have while Jack isn't there!

In *One Rule for Jack* the authors use a lot of descriptive words to let the readers know what the jobs Jack is being asked to do are like.

- As a class make a chart of all the different descriptive words (adjectives and adverbs) that Jack uses to describe the jobs that he has to do.
 - In the first column write the job or task (e.g. washing the dog, unblocking the toilet, sweeping the leaves).
 - In the second column, write down all the descriptive words that Jack uses to tell the reader about the task.
 - In the third column, write what type of thing the words are describing (e.g. size, smell, colour).
- Look at the third column on your chart, and as a class brainstorm other descriptive words you can think of that fit into each category. You might need to make sub-categories such as 'bad smell' and 'good smell' for some of these.
- Write a short story about someone doing a really yucky, smelly, dirty chore where things just keep going wrong for them, and use as many of the words from your chart as you can.
- Choose one of the scenes describing a chore where Jack uses a lot of descriptive words. As a class, read the passage twice – the first time leave out all the descriptive words, the second time read it as written.
 - As a class discuss the difference between the two versions of the passage and the impact they have on the reader.
 - Individually, write a paragraph describing a place you know well. Use lots of descriptive words to let the reader know what it looks like, how it smells, how the things there feel to you, and whether it is a place that you like or don't like. Rewrite your paragraph leaving out all the descriptive words.

- As a class share the two paragraphs that individuals have written and discuss the differences in the impressions that the reader/listener gets from the two versions.

Creative Activities

- Paint a picture of one of Grandma’s delicious cupcakes using an old toothbrush as a paintbrush. Experiment with the different effects you can by dabbing, scraping, or flicking paint off it. You can also try using the handle end as well as the brush end for even more varied effects.
- Make a sculpture of Uncle Joe’s gross, maggoty fishing bucket. You can use cardboard for the bucket and make the contents from plasticine, play dough, clay, cardboard, and glue. For an extra gross look you might want to add some cold cooked spaghetti and try different types of oils for slime.
- Write a poem about having to do an unpleasant or boring chore. For a challenge make it funny.
- Bake and decorate some cupcakes.
- In small groups, act out scenes from the story. Perform them for the rest of the class, or at a school assembly.

Science

When Jack blocks the toilet with the sponge from the mop, his Mum gives him a toilet plunger to use to clear the blockage. A toilet plunger is a giant suction cup on the end of a stick (look on line for images if you have never seen one). When the plunger is used properly, air and water can’t get past the edges of the cup. Pulling it up and down means that everything further down the pipe from the plunger is pushed and pulled up and down as the plunger moves – hopefully being shaken loose and unblocking the toilet.

Suction cups work because of air and water pressure, and are used for lots of things other than toilet plungers.

- Research suction cups and see how many different examples of their use you can find. Choose one example and present your findings to the class.
- In pairs or small groups, investigate devices that use air and water pressure to work. Research online to see if you can find some devices which rely on air and water pressure to function. (Hint: searching for ‘hydraulic systems’ or ‘pneumatic tools’ should return a lot of useful results for a starting point.) Choose one device and present your findings about what it does and how it works to the class.

Geography

Uncle Joe is a *mad fisherman* (p. 47) who went fishing off the bridge with Jack's dad the other night.

- Look at a map of your local area. Where is the closest place to your school where someone could go fishing?
- Look for bridges on the map and see if there are any that might be suitable for fishing near the spot that you found.
- Some bridges make good fishing spots. Some make very bad fishing spots. As a class brainstorm some of the features that might make a bridge either a good or a bad fishing spot. Think about how the surrounding environment influences which type of bridge will be in a place (e.g. rural v urban, hilly terrain v coastal, river bridge v railway bridge).
- On a map of your local area, identify all the bridges. Categorise them according to their probable suitability as fishing spots – you may need to do some research for some of them. Searching on the internet for images of the bridges should tell you quite a bit about them and help you decide which category they belong in. Use a key you have developed as a class to mark on the map which bridges might be good for fishing and which ones might not. Be sure to think about how many different categories you will need to properly show the differences between bridges in your area.

Technology

When Jack is asked to clean the kitchen floor, his mother originally wants him to use a mop. But when Jack rips the sponge off the mop, he ends up using a toothbrush and a cloth. His Grandma tells him about how when she was a little girl, she too cleaned the floor with a toothbrush. Toothbrushes, scrubbing brushes and mops have all been around for a long time, and used for cleaning things – but they have also changed. A mop that someone used 100 years ago would not look very much like the mop that Jack broke.

- As a class, brainstorm, and discuss:
 - What other cleaning products and tools can you think of that are the same as those your grandparents used?
 - What are some cleaning products and tools that you and your family use that didn't exist when your grandparents were young?
 - Can you think of anything that tools you use now and tools used when your grandparents were young have in common? What about the ones that have changed from when your grandparents were children?
- If you could invent one amazing labour-saving household cleaning product or tool, what would it be? Draw a poster advertising your wondrous device/product, and be sure to include all the reasons why people should start using it instead of doing things the way they do them now.