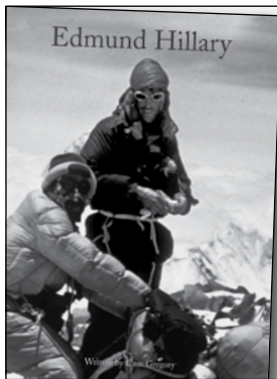


Edmund Hillary

		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



EDMUND HILLARY

Upper level fact

Text type: Biography

Reading age 10.2

Word count 2,774

Before Reading

Activate prior knowledge by asking students if they know what a biography is. Guide the discussion to build understandings that a biography is an account of someone's life, or part of their life, that is told by someone else. Explain that, when a biography is told by the person whose life it is about, it is called an autobiography.

What kind of people do you think others like to read about? Invite responses. Support students to understand that biographies can be about people who have achieved great things, overcome odds, done things for others, have special talents, or are famous.

Explain that a biography is a bit like a story, but

because we know the events really happened, it can make the story more interesting or exciting.

COVER

Before Reading

Read the title and examine the cover photograph. *Who is Edmund Hillary? What might he have done? The picture gives a clue. What are they wearing and where are they standing? If one of these men is Edmund Hillary, then who is the other person? Ask students if they have heard of a place called Mt Everest. What do you know about it? What might this book be about?*

Read the blurb. What additional information does it give you? What do you know about Edmund Hillary?

What kind of person is Edmund Hillary?

How is this story told? Discuss that it is a biography.

What was his passion?

What do you expect to learn about Edmund Hillary from this book?

What kinds of places do you expect to see?

What do the words explorer, humanitarian, and ambassador mean?

CONTENTS PAGE

Open the book. Tell me what you know about this page. Discuss features of the contents page. *Where would I go to read about The Top of the World?* Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses.

What special features does this book have? Discuss the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or unusual words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Discuss the term *introduction*. *What does this mean?* Guide students to understand that an introduction provides general information about the topic, which can build readers' knowledge. *Do you think this might be a useful place to start?*

Direct students to the time line on pages 4 and 5 to help them build content knowledge.

INTRODUCTION

During Reading

What do you notice about the photo on page 6? Read the caption. Why do you think it is important that they were the first people to climb Mt Everest? Discuss Mt Everest. Guide students to infer that Edmund Hillary and Tenzing Norgay became friends. *Why do you think this photo was selected for this page? Where does it look like it was taken? Why?* Invite inferences.

What do you notice about the text on page 6? Students should notice the bold text on *summit*, and suggest that this word is located in the glossary.

Direct students to the glossary and ask them to read the definition aloud.

Read page 6 and be ready to share what you learn about Edmund Hillary.

After Reading

What nationality is Edmund Hillary? Where is Tenzing Norgay from? How do you think they may have met?

What part of Mt Everest is the summit?

What do you think it would be like on the summit? Explain how cold it is on Mt Everest, and why it is particularly cold at the summit. *What type of things do you think they may have needed to take with them?*

Why do you think the top of Mt Everest is referred to as the top of the world?

Why do you think it is an achievement to reach the top of Mt Everest?

What other achievements do you expect to read about?

GROWING UP

During Reading

What do you see at the bottom of page 7?

What does the map show us? Invite inferences that it is Hillary's home.

Direct students to turn to page 8, read the caption, and examine the photo. *What do we learn about Hillary? How old is he in 1935? Check the time line for Hillary's birth year and calculate his age.*

What do you notice about the text on page 9? Students should notice the bold text on endurance, and suggest that this word is located in the glossary. What is endurance? Invite prediction. Direct students to the glossary and ask students to read the definition aloud.

As you read pages 7–9, note any interesting observations of Edmund Hillary's growing years.

After Reading

When is Hillary's birthday?

Where was he born? Where did he live most of his childhood?

What jobs did his parents do?

Does Hillary have siblings? What are their names?

What did Hillary learn from an early age?

What happened in 1930? What was his day like? Why do you think Hillary was almost two years younger than the other students?

Discuss what happened in 1935. How was this experience important? Probe for details from the book. How does this link to the photo and caption?

What does it mean that the passion for climbing mountains was in his blood? What do you think happened as a result?

SERGEANT HILLARY

During Reading

Read the title, and look at the photo and caption. What do we learn about Hillary in this part of the book? What is a sergeant? Where do we find sergeants?

Read page 10 and find out more about Hillary's life. He had a near-death experience. Think about whether this may have shaped his ideas about what he wanted from life.

Jot down a few key ideas from this page to chat about at the end. Be thinking about what type of person Hillary is. Be prepared to share your early impressions of him.

After Reading

What did you learn? Did Hillary go to university? What did he think of university? Why do you think this life did not suit him?

What did he do during World War II? What is a navigator? Discuss. Do you think his training as a navigator served him well as an adventurer and explorer later on?

What near-death experience did he have? What happened to his body? How much is 40 per cent?

Describe what the two men needed to do to get themselves to medical help. What does this tell us about them? Invite inferences.

What was noteworthy about Hillary's recovery? Does this suggest anything?

What are your early impressions of Hillary? Explain.

THE TOP OF THE WORLD

During Reading

Look at the map and photograph on pages 12 and 13. What does the title suggest to you? What do you think happens next?

Discuss the word *expedition* on page 13. Check the glossary for the definition.

As you are reading pages 12 to 17, jot down some of the things you learn about the climb to the top of the world.

Things to think about are:

- Who went?
- Did everyone on the expedition reach the top?
- What was the climb like?
- What were some interesting things the Hillary team did along the way?
- What did they hope to achieve?
- Did the rest of the world consider this a huge achievement? How do you know? What happened to Hillary and Tenzing afterwards?

After Reading

Discuss the climb up Mt Everest. How is it that Hillary was able to go on the expedition? What did he do to be included? What does this tell us about Hillary? Check details on page 14. Was it Hillary's first visit to Mt Everest? Why couldn't he climb on his first visit? What does that tell you about Mt Everest?

Who went on the expedition? Why do you think so many people went? What is a Sherpa? Who was Hillary's Sherpa climber? How did they get along?

When did Hillary and Tenzing get to the summit? How long did they stay there? What did they leave at the top?

Why were Hillary and Tenzing the only ones to make it to the top of the world?

HUSBAND, FATHER, AUTHOR

During Reading

What does the title suggest to you? What is happening in the photo on page 18? What are the things being held up behind the bride and groom? What is the relevance of the ice axes?

As you read page 18, find out what happened after the climb of Mt Everest. Jot down some notes about the other important aspects of Hillary's life.

You will learn that climbing Everest provided new opportunities for Hillary. What were they?

It says that Hillary became a father. Find out about his first child.

After Reading

What happened on September 3, 1953? How old was Hillary when he married Louise?

How did Hillary's life change after climbing Mt Everest? Did he return to New Zealand and work with his father, keeping bees? What other opportunities came his way?

What happened the day after Christmas 1954? What kind of person is Peter? Do you think he may have got this interest from his father? What do we call it if something is passed on to you from one of your parents? Guide students to the word *inherited*.

What do you expect Hillary to do next? Do you think he'll stay at home and end his career as an adventurer?

THE BOTTOM OF THE WORLD

During Reading

Look at the photo on page 19. What can you tell from the picture and caption? How is the South Pole referred to in the title? Why do you think it is called the bottom of the world? Assist students to make links to the titles *The Top of the World* and *The Bottom of the World*. Who is the man with Hillary?

Turn to page 20 and discuss the map and key. Why do you think there are two routes?

Check the words depots and terrain in the glossary.

Read pages 19–21 and find out what happens on this expedition. Take note of Hillary's skills and abilities and the way he assisted others in the expedition.

Two other exciting things happen for the Hillaries around this time. What are they?

After Reading

What was the next adventure for Hillary? What kind of expedition was it?

What is the purpose of a food depot?

Was the expedition a success? What things contributed to the success? Encourage students to find information from the text to support their opinions. They should indicate that the trip was well planned and Hillary's team worked hard and was very determined. What were they able to do? Direct students to find the part of the text that tells them that Hillary's team went further than expected.

How did Hillary assist the British team? What did this enable the British team to do? Direct students to the text to check.

What other important things happened for the Hillary family? Discuss the births of their daughters.

BURRAH SAHIB HILLARY

During Reading

What do you think the title means? Look at the photo and read the captions and see if you can predict what this chapter may contain. Invite discussion. Why do you think Hillary is holding the picture of the Yeti?

Turn to pages 24 and 25. Study the photographs and read the captions. Discuss.

Read this section and find out the significance of the title, the Yeti, and the other work that Hillary did with the Sherpa people.

Something tragic occurs at the end of this section. Note what it is and be ready to chat about how this tragedy affected the whole family.

After Reading

What was the next exciting adventure for Hillary? What would he be doing? Why would scientists want to find out about the impact of the high mountains on the human body? How could this information be useful?

Did Hillary find or see a Yeti? What do you think about the existence of the Yeti?

Hillary begins what he calls the most rewarding work of his life. What does he begin to do? Revisit the last paragraph on page 22 if needed.

Why do you think helping the Sherpas was more rewarding than his other adventures? What was Hillary able to do for the Sherpas? How do the Sherpas feel about Hillary?

What is the great tragedy that occurred at the end of the chapter? How do you think this would affect the family? Why do you think the next few years were the hardest of his life? In what ways would they be hard?

UP THE GANGES RIVER BY JETBOAT

During Reading

What does the title tell you? What is the Ganges? Where is it? How is Hillary going to travel the river?

Read page 26 and find out what Hillary does next. Find out why Hillary goes up the Ganges, and what the purpose was. Find out who he sees along the way and what occurs at the end that threatened his life. Jot down some notes ready for discussion.

After Reading

Why did Hillary want to drive a jetboat up the Ganges River? He had always talked about the trip with Louise. How do you think it may have felt for Hillary not to have Louise there with him? Discuss.

Who went with Hillary on the trip?

Where did they go?

Who did they see along the way, and what were the reactions to Hillary? Why do you think the people wanted to show their support for Hillary? Discuss the peoples' fondness for Hillary and his good deeds.

What happened to Hillary during the ice climb? What made Hillary so sick? How was he rescued? How did Hillary feel about this expedition?

What did Hillary publish in 1979? How do you think he felt about authoring a book?

TRAGEDY AND NEW BEGINNINGS

What could the title mean? What do the photo and caption tell you? Why do you think this photo has been selected for this page? Does it show a tragedy or perhaps a new beginning?

Turn to page 29 and read the caption. What is happening here? Turn to page 30 and read the caption with the photo. What does Hillary regard as his greatest work?

Read pages 27–30. Jot down what the tragedy is, and also the new beginnings. After you have finished reading, consider your thoughts about the life of Edmund Hillary. Be ready to share them.

After Reading

What tragedy occurred? Why did Hillary not die in the tragedy?

What offer did Hillary receive six years later? How do you think Hillary would have felt about this position? Do you think it is an important position to hold?

Who went with him to India?

What other adventure did Hillary embark on? Who else that was considered a ground-breaking explorer went on this trip? Explain who Neil Armstrong is.

What happened in June 1989? What were Hillary and June recognized for in 1989? How were their contributions honoured?

What significant event occurred in May 2003?

What does Hillary identify as his most rewarding contribution? Why?

Ⓐ CODE BREAKER

Direct students to the glossary. Ask students to look at the words and identify whether they are nouns or verbs.

Read through each of the definitions and think of other single words that mean the same thing as each one. Are there any words that cannot be substituted for another single word that means the same thing? Students should identify Sherpa(s). Ask students if they can explain why.

Demonstrate why proper nouns are unable to be substituted. Write the words *mum, mother, lady, woman, and Sue* on the board. Tell students that these are all words about the person called Sue.

We can substitute mum for mother and lady for woman. However, her name, Sue, will always remain the same. Help students generalize that proper nouns are not interchangeable.

■ MEANING MAKER

The vocabulary used in the book is important. It helps us build a picture of the people, and this helps us understand the people in this biography. The words used to describe Edmund Hillary help us know the sort of person he is.

Work through the book and record all the words that are used to describe Hillary or his abilities and skills. Sort the words into two groups: words that describe his character, and words that describe his abilities and skills.

What picture do we build of the Sherpas? Find words from the book that help us understand what kind of people they are.

Write a general statement about Edmund Hillary and a general statement about the Sherpas.

◆ TEXT USER

A biography is the story of a real person's life, or part of their life, which is written or told by another person.

Since it is based on real events, photographs are used to illustrate it and captions are added to the photographs. This enables us to get a real picture of things as they actually happened.

Discuss how you think your knowledge of this book would be different if the pictures were drawn or painted instead of photos. Why do you think captions are often added to photographs? Discuss.

Ask students to look through the book again, paying attention only to the pictures, photographs, and captions.

Call on students to explain in their own words what each photo tells us. Prompt for clarification or elaboration if needed.

● TEXT CRITIC

Because this is a biography, the reader is getting the story about Edmund Hillary's life from Cam Gregory. Cam Gregory may have spent time interviewing Edmund Hillary or he may have conducted research to gather the information.

The reader needs to understand that, if information is gathered through an interview, they are reading about events in the way that Edmund Hillary remembers them or would like others to remember them.

Even if Cam Gregory has researched Edmund Hillary in order to write, the reader must realize that the biography still is the author's understanding of what has occurred in Edmund Hillary's life.

Either way, the reader must be aware that the events may be true and unbiased, may be someone's understanding of what is true, or finally, may be only someone's opinion.

USING MULTIPLE INTELLIGENCES

Brainstorm: Sketch Edmund Hillary. Around the sketch, brainstorm and record the important things that Edmund Hillary did. (V, S)

Write: Record notes about three things Hillary did that you think were very important. (V, P)

Draw: the things that Edmund Hillary needed to take with him on his climb up Mt Everest. (S)

Think: about things that Edmund Hillary did that you would like to do. (I)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Edmund Hillary

Name _____

As you read, record the main ideas from each part of the book.

Chapter	Main Ideas
Introduction	
Growing Up	
Sergeant Hillary	
The Top of the World	
Husband, Father, Author	
The Bottom of the World	
Burrah Sahib Hillary	
Up the Ganges River by Jet Boat	
Tragedy and New Beginnings	



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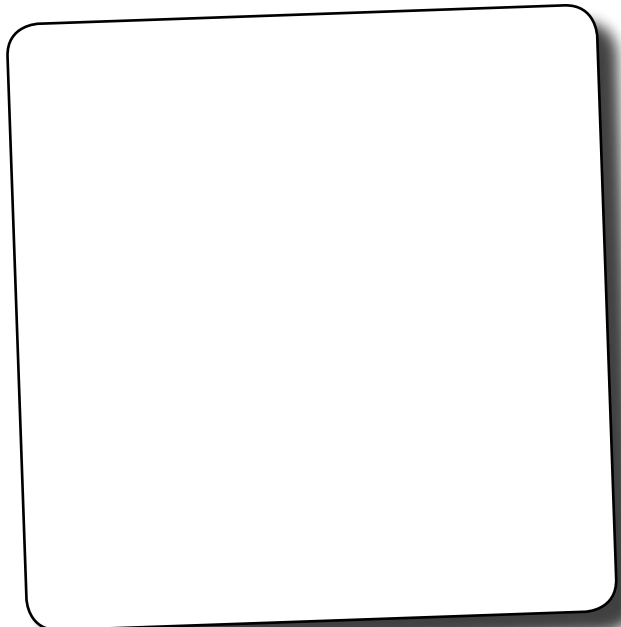
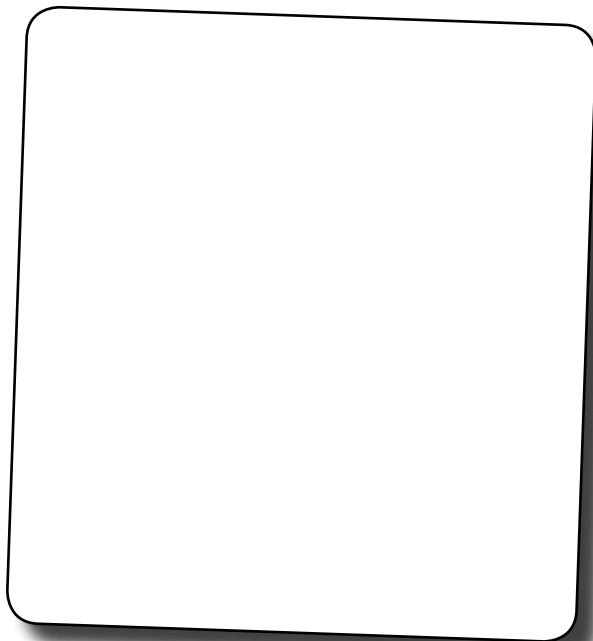
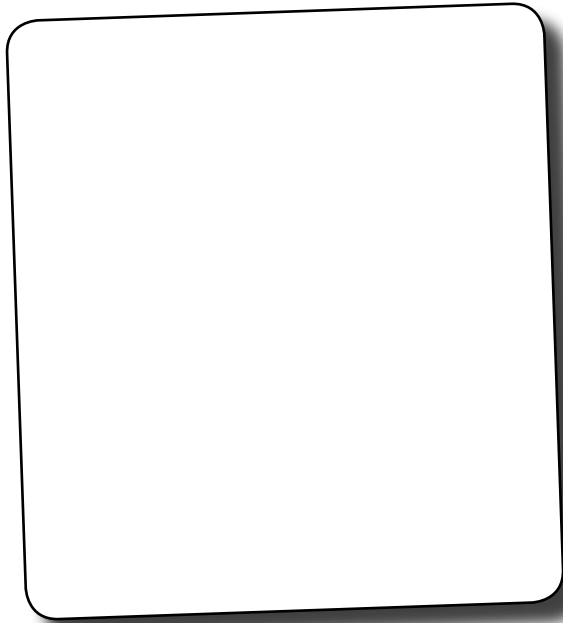


Edmund Hillary

Name _____

Multiple Intelligences (visual-spatial, verbal-linguistic)

Edmund Hillary has enjoyed many rewarding experiences. Draw some snapshots of him doing some of the things you've read about. Write captions for your photos.



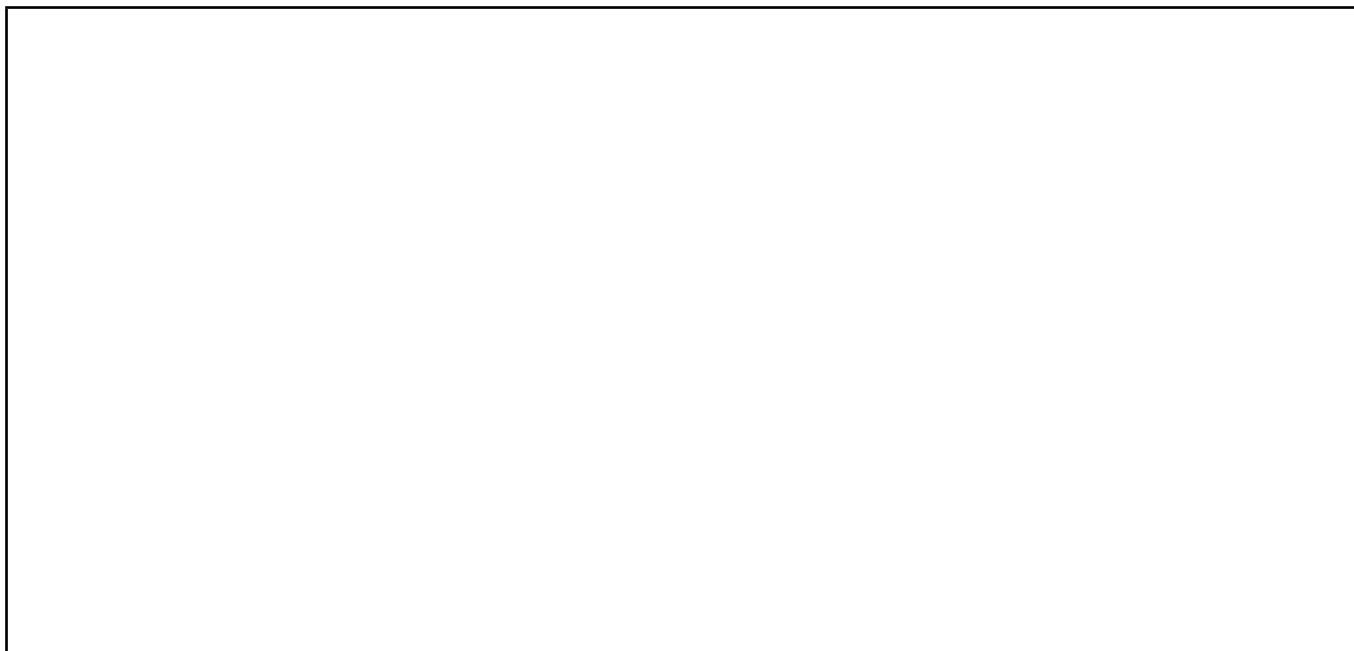
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Edmund Hillary

Name _____

What is your greatest achievement or most rewarding moment?
Draw and write about it.





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Edmund Hillary

Name _____

Write these words from the book in reverse alphabetical order. Some will be easy, but for others you will need to look past the first letters.

Hillary	Ganges	hiking	climber	Himalayas
Sherpa	Everest	Louise	honour	Nepal
School	altitude	Yeti	expedition	research

Turn these nouns into verbs:

climber _____ work _____

prayer _____ surprise _____

dream _____ achievement _____

researcher _____ celebration _____

plan _____ preparations _____

How many words can you build from the name Edmund Hillary? Use each letter no more than the number of times it appears in the name.

Edmund Hillary



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Edmund Hillary

Name _____

1. Do the title, cover photograph, and blurb tell you what this book is about? Why or why not?

2. Who is the book about?

3. What has Edmund Hillary done to have someone write about him?

4. How has Edmund Hillary contributed to the world?

5. How might the author have acquired the information about Edmund Hillary?

6. Was the book about Edmund Hillary's whole life or just part of it?

7. How did the places this book refers to affect Edmund Hillary's life?

8. Who do you think may have influenced Edmund Hillary as a boy?

9. How did this book help you learn more about your world?

10. Who do you think would enjoy a book like this? Why?



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Edmund Hillary

Name _____

This book is a biography. The reader views Edmund Hillary from the author's perspective. How did you view Edmund Hillary?

1. What was your first impression of Edmund Hillary when you saw the cover?

2. Do you think the title, cover photograph, and blurb portray Hillary in a positive way? Explain.

3. Do you think the biographer respects Hillary? Give reasons.

4. Do you think the biographer likes Hillary? Give reasons.

5. Which words, phrases, or sentences make you think the biographer likes and respects Hillary?

6. Do you think readers of this book will be inspired by this story? How do you feel after reading this book?

7. Write words that tell how you feel about Edmund Hillary.



Edmund Hillary

Name _____

Write two facts from the book about each of these things:

Hillary's childhood:

Hillary joins the New Zealand Air Force:

Hillary visits Mt Everest for the first time:

Hillary reaches the summit of Mt Everest:

Hillary visits the South Pole:

Hillary travels up the Ganges:

Hillary forms the Himalayan Trust:

Hillary travels to the North Pole:

Hillary's greatest achievements:

