

## Fact

Text Type	1900–2400 words	2400–3000 words	3100–3500 words
<b>Information Report</b> (Compare/Contrast)	Simpson Desert, Mojave Desert	Daintree Rainforest, Amazon Rainforest	Murray River, Mississippi River
<b>Biography</b>	Steve Irwin	Douglas Mawson	Fred Hollows
<b>Explanation</b>	How Things Work on a Farm	How Things Work on a Plane	How Things Work at a Hospital
<b>Recount</b> (Disaster)	The King's Cross Fire Disaster	The Beaconsfield Mine Disaster	The New Orleans Flood Disaster

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.



## FRED HOLLOWES

### Upper level fact

**Text type: Biography**

**Reading age 11–11.5**

**Word count 3100–3500**

Guide questions for teachers are in *italics*.

### 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.

*What kinds of people do you think others would like to read about?* Invite responses and support students to understand that biographies can be about people who have achieved great things through their work.

Ask students if they have read any biographies. Discuss.

## COVER

### Before Reading

Read the title and examine the cover photograph. *Who is Fred Hollows? What is happening in the photograph? What does the photograph suggest to you about this person?*

Read the blurb. *What additional information does this give you? What do you know about Fred Hollows?*

*What kind of person is Fred Hollows?*

*How is this story told?* Remind students that this book is a biography.

*What do you expect to learn about Fred Hollows from this book?*

*What places might you see?*

*Who do you think Fred Hollows helped?*

## 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 Doctor Hollows? 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.*

*Direct students to the time line on pages 4 and 5 to help them build background knowledge of Fred Hollows.*

## BEGINNINGS

### Before Reading

*What does the map on page 6 tell you? Discuss the place names on the map.*

*Have students identify the bold word. What do you think the word *clergyman* means? Invite inferences. Have students visit the glossary to check the meaning.*

*Read page 6 and be ready to share what you learn about Fred Hollows.*

### After Reading

*Invite students to share what they have learned about Fred Hollows.*

*Where was he born? When? Does he have any siblings?*

*Did Fred Hollows always want to be a doctor?*

*How old was he when he died?*

*Did Fred Hollows receive any awards as a result of his work?*

*How many people were helped by the work of Fred Hollows?*

*Do you think Fred Hollows would be an interesting person to have known? Explain.*

## GROWING UP

### Before Reading

Discuss the photograph and read the caption.

*Read page 7 and be ready to share what you learn about Fred Hollows as a young boy. Think about how his early life is the same as or different from yours. Jot down a few ideas.*

### After Reading

*From an early age, where did Fred like to be?*

*What were some of the early experiences of the Hollows children?*

*What happened when Fred Hollows was seven?*

*What kind of student was Fred Hollows?*

*What other hobbies did he enjoy?*

*How was the early life of Fred Hollows similar or different to yours?*

## DOCTOR HOLLOWS

### Before Reading

Walk through the photos and captions to build knowledge of this chapter. *Do you think we will learn more about the relevance of these photos as we read this section of the book?*

Have students identify the glossary words and share their understandings of these words. Check the glossary meanings.

*As you read pages 8 to 11, jot down the main points about Fred Hollows's life during these years.*

### After Reading

*What did you learn?* Invite students to share their understandings of Fred Hollows.

*What areas was Hollows interested in as a career? Why might these areas have interested him?*

*What prompted Hollows to go to medical school?*

*What area of medicine did Hollows begin to specialize in?*

*What are some of the things he learned about eye disease? How do you think poverty might contribute to eye disease?*

*What is glaucoma?*

*Who was Professor Archie Cochrane?*

*What was different about the way Hollows and Cochrane did their research that helped many people?*

## PROFESSOR HOLLOWS

### During Reading

*Look at the photograph on page 12. Discuss.*

*Discuss the diagram on page 13 to build understandings of trachoma.*

*Examine and discuss the photograph on pages 14 and 15.*

*Discuss the words *bacteria* and *ancestral*. Visit the glossary to check the meanings.*

*As you are reading pages 12 to 15, jot down some of the things Fred Hollows discovered. Write these questions up for students to see.*

*Who is most at risk of eye disease?*

*What are some of the reasons that some people cannot be treated for this disease?*

*Which Australians are at great risk of blindness caused from trachoma?*

*What was Hollows's reaction when he visited Wattie Creek?*

### After Reading

*Discuss students' responses to the questions.*

*Why do you think Fred Hollows was so angry about the state of the health of Aboriginal people at Wattie Creek?*

*What do you think Hollows wanted to see happen?*

## FRIEND TO THE AUSTRALIANS

### Before Reading

*What does the title of this chapter suggest to you?*

*What do the photo and caption tell you? Discuss the possible relevance of places on the Australian map to Hollows's work.*

*Walk through the photos and illustrations in this chapter. Discuss each one to build knowledge of Fred Hollows's work, possible beliefs, and aims. Have students discuss the flag on page 21. How does this flag represent the work of Hollows and show his respect for the Aboriginal people?*

*Read this chapter and record the most important things you learn about Fred Hollows.*

### After Reading

*Invite students to share what they learn about Fred Hollows. Encourage elaborations where needed.*

*How did Fred Hollows make a difference to Aboriginal people and people from poor countries? Why do you think the health of people living in poverty was so important to him?*

*What program was Fred Hollows involved in establishing?*

*What are the goals and achievements of the NTEHP?*

## FRIEND TO THE WORLD

### Before Reading

*What does the title of this chapter suggest to you? Discuss.*

Discuss the map on page 23. Support students to infer that the countries in yellow must have people requiring the help Fred Hollows could provide.

Walk through the photos and read the captions to build knowledge of the content of this chapter.

*Read this chapter and jot down the most important things you learn about Fred Hollows and what he did.*

Invite students to infer the meaning of the word *consultant* and check the glossary definition.

### After Reading

Invite students to share the most important things they learned.

*What did Hollows think of Nepal? What other places did Hollows visit?*

*What did you learn about cataracts? Has anyone you know suffered from cataracts? What treatment did they have? In what ways could cataracts make someone's life more difficult?*

*What is an honorary degree? Why might someone be awarded an honorary degree? What does this suggest about the way others viewed the life work of Fred Hollows?*

## THE END

### Before Reading

*What is the illustration on this page? What does a stamp being issued in his honour suggest about Fred Hollows?*

*What do you think happens in this part of the book? Invite inferences.*

*Read this chapter and collect your final thoughts on the life of Fred Hollows. Be ready to comment about what you learn in the last chapter.*

### After Reading

*What are your final thoughts on the life of Fred Hollows? Invite discussion and probe for clarification and elaboration as necessary.*

*How has he been remembered by many people? Who would you expect to remember him most fondly?*

*What evidence is there that Fred Hollows was highly regarded?*

*What did Fred Hollows initiate so that his life's work would continue after his death?*

## HOLLOW'S WORK CONTINUES

### **Before Reading**

Walk through the support information on pages 29 and 30 to build knowledge before reading. Have students infer the ways that Fred Hollows's work has continued after his death.

*Read the last chapter and be ready to chat about what you learn.*

### **After Reading**

*Invite students to share what they learn.*

*Why do you think Hollows had not always been popular with everybody? Revisit page 30 to clarify if needed.*

*In the interests of which people was Hollows most concerned? Why?*

*What do you think this says about him?*

*If Hollows had been less forthright, how could this have hindered his work?*

## ▲ CODE BREAKER

*The way words or expressions are selected can enhance meaning or add emphasis. This can affect the way the reader understands things in the text.*

*Turn to page 6 of the book. The author writes, Hollows was known as a straight-talking man. What does the author mean? Jenny Baker has chosen the term straight-talking to help the reader to build a picture of Fred Hollows. What does Jenny Baker mean by the term straight-talking?*

*On page 12, Hollows is described as being no-nonsense. What does this mean?*

*If people came up with a term to describe you, what might it be? What is meant by this term?*

## ■ MEANING MAKER

*It is important to make connections from books we read to other things we know. A connection is a link to something else you know about, have heard about, or something you are reminded of.*

*Make some connections from things in the book to things that you can relate to, such as:*

- *your personal experiences*
- *things you have read about or seen in books, magazines, online, or on film or television*
- *things that you know are happening in the world*

## ◆ 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, a biography is usually illustrated with photographs with captions. 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 being photos. Why do you think captions are often added to photographs?*

*Using a selection of information books that students have not seen, ask students to work in pairs to look through the books, studying the photos and reading the captions. Discuss how much information students gathered simply by doing this. Support students to generalize that photos and captions are features of the text which help readers to build knowledge about the topic.*

## ● TEXT CRITIC

*Because this is a biography, the reader is getting the story about Fred Hollows's life from Jenny Baker. Jenny Baker may have spent time interviewing Fred Hollows before his death, or she may have gathered the information in other ways.*

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

*If Jenny Baker did other research in order to write about Fred Hollows, the reader must be aware that the biography is her understanding of what has occurred in Fred Hollows'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 may be someone's opinion.*

*How do you think Jenny Baker got the information for this biography? Explain.*



## USING MULTIPLE INTELLIGENCES

Work in groups of 4 to 6.

**Brainstorm:** Sketch some things that Fred Hollows did to improve the lives of others. Add labels. (S)

**Write:** Record notes about the three things that you think were the most important. (V)

**Photograph:** Arrange yourselves in poses pretending to be Fred Hollows treating people with eye disease. Take some photographs. (S)

**Captions:** Write captions for your photographs. (V)

**Sculpt:** Sculpt a statue dedicated to Fred Hollows. (S)

**Song:** Think of a song that sends the message of caring for those living in poverty. (M)

## 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

spatial intelligence – picture smart

bodily-kinaesthetic intelligence  
– body smart

musical 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.

# Fred Hollows

Name \_\_\_\_\_

Graphic Organizer (before and during reading)

Chapter	Main ideas
Beginnings	
Growing Up	
Doctor Hollows	
Professor Hollows	
Friend to the Australians	
Friend to the World	
The End	
Hollows's Work Continues	

# Fred Hollows

Name \_\_\_\_\_

Multiple Intelligences  
Intrapersonal

Fred Hollows changed the lives of the people he helped. He provided medical help to people living in harsh conditions. What would you do to make the world a better place? Write about your dream to make the world a better place. Draw a collection of pictures that show how you will change the world.

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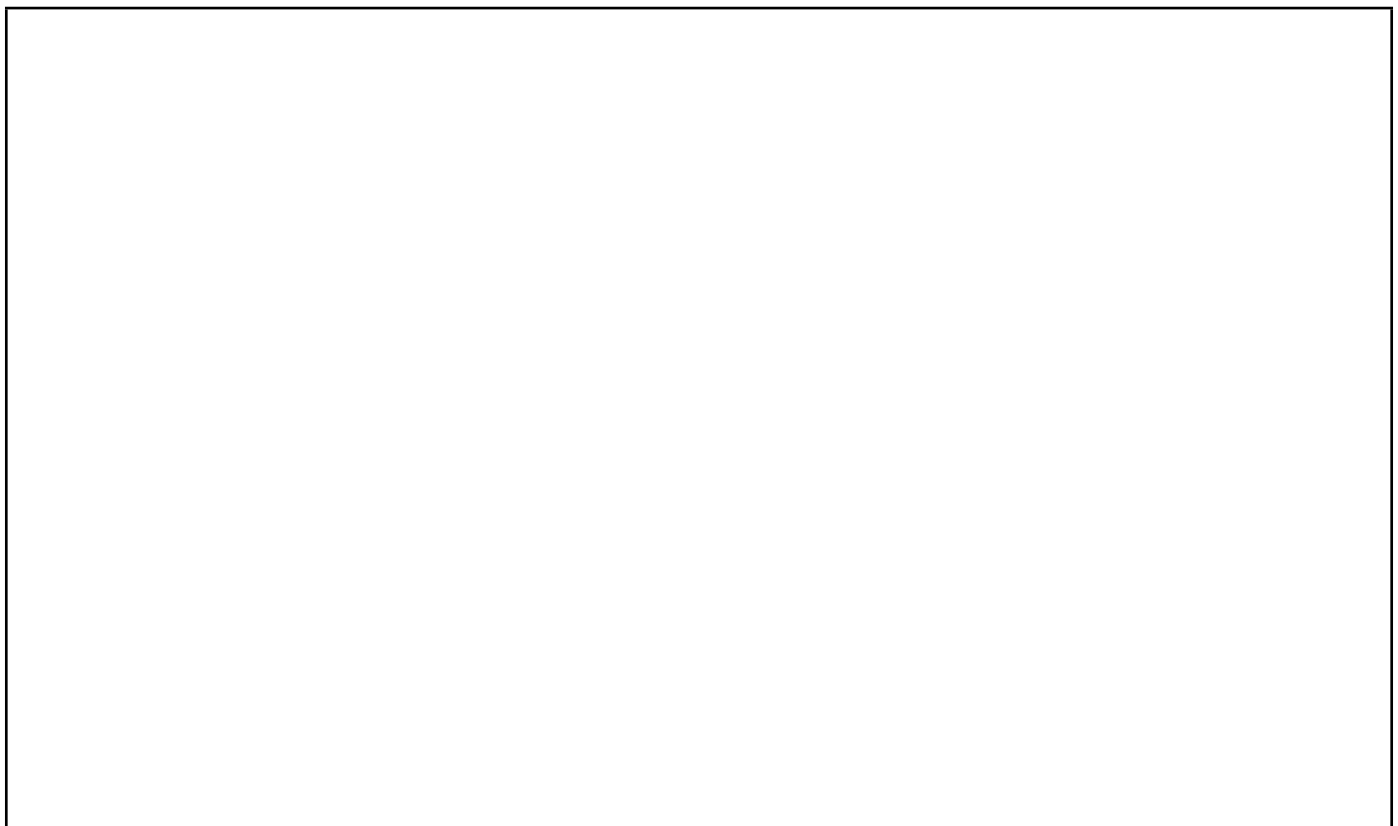
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# Fred Hollows

Name \_\_\_\_\_

## Ⓜ Code Breaker

Build more words from these words from the book.

Base word	Words built with this base
consult	
ill	
medic	
special	
treat	

Write words with the opposite meaning.

healthy \_\_\_\_\_

problem \_\_\_\_\_

ill \_\_\_\_\_

treat \_\_\_\_\_

poverty \_\_\_\_\_

worse \_\_\_\_\_

Unjumble the names of these places of significance to Fred Hollows. Check the book if you need help.

ttieWa Ckree \_\_\_\_\_

ekourB \_\_\_\_\_

veaW lliH \_\_\_\_\_

indenuD \_\_\_\_\_

unekahO \_\_\_\_\_

darffiC \_\_\_\_\_

# Fred Hollows

Name \_\_\_\_\_

## Meaning Maker

Draw a time line to show when important things have happened in your life. Use a ruler to make your time line easy to read. Use the time line on pages 4 and 5 to help you.

Here are some ideas to help you: when you were born; began kindy/preschool/school; attended special parties or gatherings; got a pet; saw a favourite movie or read a favourite book; had your first sleepover; began playing a favourite game, sport, or hobby; met your best friend/s; went on a special trip or holiday; won a special award.

Time Line of \_\_\_\_\_ Life



# Fred Hollows

Name \_\_\_\_\_

⦿ Text User

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

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2. Who is the book about?

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3. What did Fred Hollows do to have someone write about him?

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4. How did Fred Hollows contribute to the world?

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5. How might the author have acquired the information about Fred Hollows?

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

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7. How did the places mentioned in this book affect Fred Hollows's life?

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8. Who do you think may have influenced Fred Hollows to work with the sick?

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

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

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# Fred Hollows

Name \_\_\_\_\_

● Text Critic

This book is a biography. The reader learns about Fred Hollows from the author's perspective. How did you view Fred Hollows?

1. What was your first impression of Fred Hollows when you saw the cover?

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2. Do you think the title, cover photo, and blurb portray Fred Hollows in a positive way? Why or why not?

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3. Do you think the biographer respects Fred Hollows? Give reasons.

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4. Do you think the biographer likes Fred Hollows? Give reasons.

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5. Which words, phrases, or sentences make you think the biographer does or does not like and respect Fred Hollows?

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

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7. Who do you know who might enjoy this book? Why would they enjoy it?

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8. Write words that tell how you feel about Fred Hollows.

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# Fred Hollows

Name \_\_\_\_\_

Biography

This book has a lot of features that help us to understand the topic and also find things easily. Write a sentence that explains how each feature helps us read the book.

Blurb

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Contents page

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Time line

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Photographs and captions

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Maps

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Chart

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Glossary

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Index

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