

Springboard 6

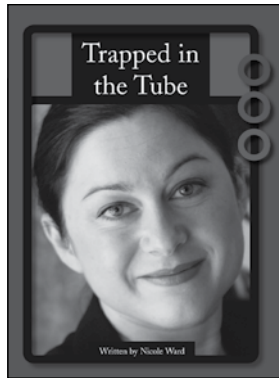


Trapped in the Tube

Fact

Text Type	2400–3000 words	3100–3500 words	3500+ words
Discussion	Do You Like Fast Food?	Do You Like Watching TV?	Would You Travel in Space?
Exposition (Proposition/ Support)	Cars! Cars! Cars!	Litter at the Top of the World	The Polar Bear Problem
Information Report (Cause/Effect)	Bushfires!	The Piece of Paper Path	A Sneeze Is Coming On
Survival Story	Trapped in the Tube	Against All Odds	I Survived a Shark Attack

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.



TRAPPED IN THE TUBE

Lower level fact

Text type: Survival Story

Reading age 10.5–11

Word count 2400–3000

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students whether they have heard, seen, or read any stories of survival. Guide the conversation to build knowledge of what a survival story is. *What sorts of the things might people survive against the odds?*

Do you know of someone who survived something that could have killed them? Invite discussion.

Support students to make links to the world and discuss people the students may know of who have survived accidents, disasters, and attacks.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about. *Who is this person? What might her connection to the tube be? Why or how might she have been trapped in the tube?*

Ask students to say what they know about the tube. *Where is it?*

Read the blurb and invite students to share any knowledge they have about Gillian Hicks.

Invite students to flick through the book to gather more information on what it is about. Discuss.

CONTENTS PAGE

Open the book. Discuss the features of the contents page. *What do you know about information books?* Students should indicate that the reader can choose where they would like to start.

Students should mention the terms *glossary* and *index* when discussing features. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular topics in the book.

INTRODUCTION

Before Reading

Invite students to look through the photos, captions, and maps on pages 4 to 10. Discuss the photographs and make links to any prior knowledge students may have of this event. *What is a terror bomb? Who might be responsible for a bomb like this?* Discuss the map and location of the bomb sites.

Read the first chapter and be ready to share what you learn about this disaster and why Gillian Hicks was unlucky to have been on that train. Jot down any notes about other interesting things to discuss.

After Reading

Have students share what they learned.

When did the bomb go off?

Why was Gillian in the tube at that time?

What caused the explosion?

What do the words suicide bomber mean?

Discuss the way this book is written. Invite students to share their observations. Explain that this is a factual recount of the events. *Why do you think the author might have chosen this text type?*

THE BOMB BLAST

Before Reading

Invite students to look through the photos, captions, and diagram on pages 11 to 21.

Direct students to look at the diagram on pages 12 to 13. *What does this diagram help us understand?* Invite discussion.

Invite students to infer and then have students visit the glossary to check the meanings of *detonated*, *tourniquet*, and *elevate*.

Read this chapter and be ready to share what you learn about the blast and what Gillian was going through afterwards. Jot down some notes to help you remember important details.

After Reading

Invite students to share their discoveries.

What did the scene look and sound like after the bomb was detonated?

What were Gillian's first thoughts? How would you feel if you were in Gillian's situation? How hard do you think it might be to remain calm? Why was this necessary?

What do you think helped Gillian survive?

Gillian describes what she heard as some people began to die. What was it?

Why do you think Gillian thought that if she closed her eyes, she would certainly die?

Does this help you learn anything about Gillian? What have you learned?

What is happening above ground after the blast?

Why do you think that some people didn't know what had happened to them?

THE RESCUE EFFORT

Before Reading

What does the title tell you about what we will learn next?

Invite students to look through this chapter to gather more information from the photos and captions. Discuss.

Have students visit the glossary to check the meanings of bold words.

Read this chapter to find out what happens during the rescue effort.

After Reading

What did you learn about what happened during the rescue? Invite responses.

What is meant by the phrase, Without concern for their own safety. How do you expect these people were feeling? What do you expect they may have been thinking?

What did rescuers find?

Describe what happened during Gillian's rescue.

THE RECOVERY

Before Reading

What does the heading suggest to you? Walk through the photos and read the captions to build knowledge of the chapter content.

Have students visit the glossary to check the meanings of bold words.

As you read this chapter, jot down a few notes about what happens next in Gillian's life.

After Reading

Invite students to share their responses. Support them to retell the main events in sequence and guide them to add detail.

Why do you think Gillian decided not to change her wedding date?

What factors do you think helped in Gillian's recovery? Revisit page 30 if needed to reread about the support she received from Joe, Graham, and other family members and friends. Why do you think this kind of support is so valuable?

What were the feelings of guests as Gillian walked down the aisle?

THE AFTERMATH

Before Reading

Discuss the meaning of the word *aftermath*.

Read the captions and look at the photos. Discuss.

Read this chapter and find out how Gillian feels now.

After Reading

What were Gillian's feelings and thoughts about the incident?

Gillian has a wonderful ability to look on the positive side of this incident. Why do you think she is able to do this? What is the positive side of this event?

CONCLUSION

Before Reading

Read the heading. *What sort of information might you find in the conclusion?*

Visit the photos and captions and discuss.

Read this chapter and be ready to share what you learn.

After Reading

Invite students to share specific details they learn.

How many people died? How many were injured?

What sorts of injuries might these people have?

What else did you learn? What are the details of the bomb attack on the bus?

🔍 CODE BREAKER

Have students work in pairs to discuss the meanings of the following:

- *a routine trip*
- *hanging in the balance*
- *struggle for survival*
- *uncharacteristically late*
- *out of action*
- *suicide bomber*

Invite students to share their understandings of these terms.

🗨️ MEANING MAKER

Tragedies like this can have a devastating effect on people. Have students imagine what it might be like to be in Gillian's situation. How would your life be the same and how would it be different? What sorts of things that you do would require a lot more time, organization, and planning? Are there any things that you do now that you think you would not be able to continue to do? Explain. Chat to a partner about your responses.

🔍 TEXT USER

Have students revisit the contents page in this book. Discuss the chapter headings chosen for this book and invite students to comment on the following:

What is the big topic in this book?

What are the main ideas?

Discuss the sequence of the ideas. Prompt with questions, such as, *Are the ideas in an order that makes sense? Is there anything missing? Is there anywhere for the reader to get lost when they are reading?*

Does this book have a lead-in and a clear ending? How has the author started and finished?

What made this book easy to read and interesting?

🔍 TEXT CRITIC

Explain that all authors write books for a reason. The purpose may be to entertain, to inform, or to persuade. Sometimes the purpose is clear, but at other times the purpose may not be clear. A factual recount is one person's view, opinion, or understanding of what happened. Writing this way shows us the author's understanding of the event. This is called bias. Readers need to be aware of this, and the possibility that they may be influenced by the author's opinions or feelings.

Part of this book is written from Gillian's point of view. Has this added to your understanding of Gillian's story? Could this affect the way we think about her story?

USING MULTIPLE INTELLIGENCES

Class activity

Create: Create a mural to depict the scene after the bomb detonated. (S)

Record: Record words around the mural which describe the scene. (L)

Organize: Organize this information into three groups – Images/Sounds/Feelings. Show this information using a table. (L)

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.

Trapped in the Tube

Name _____

Graphic Organizer (before and during reading)

As you read, add what you learn to the organizer below. On a separate sheet of paper, sketch your impressions from each chapter.

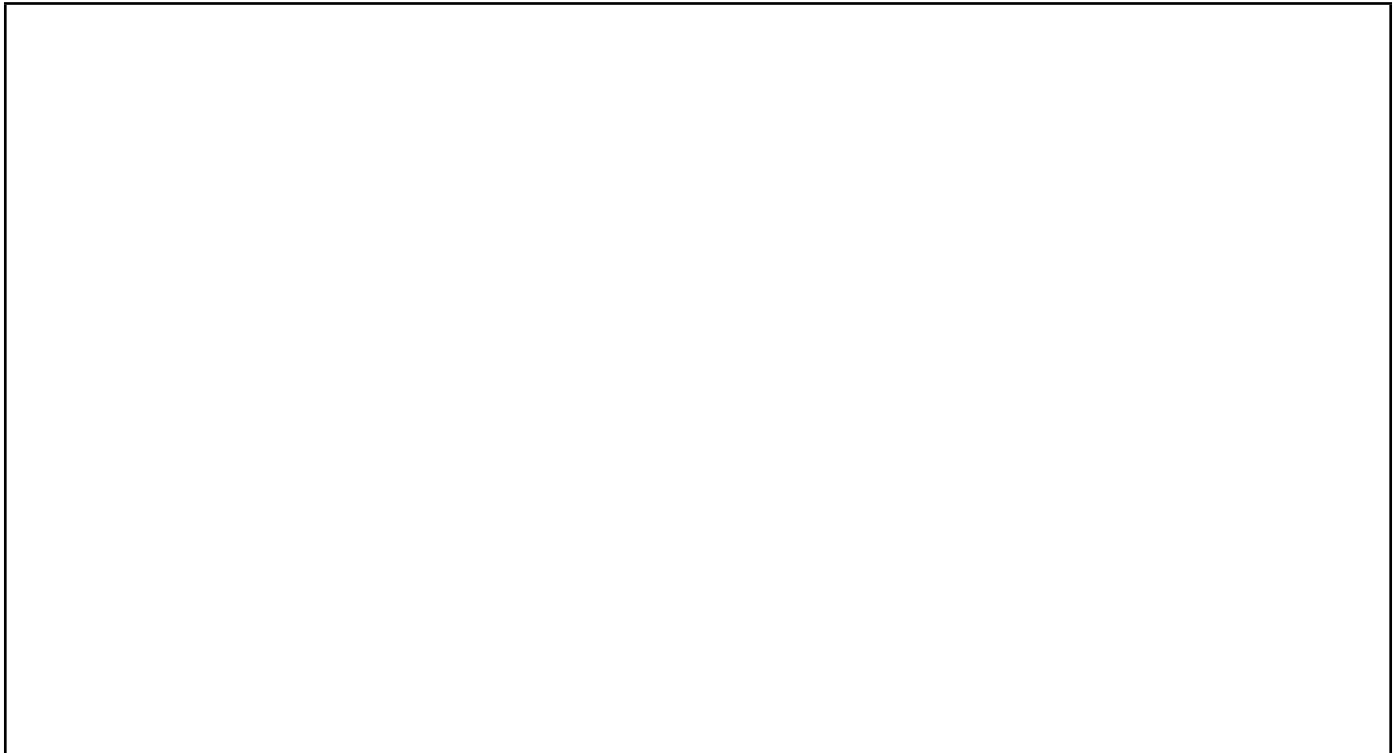
Chapter	Main ideas
Introduction	
The Bomb Blast	
The Rescue Effort	
The Recovery	
The Aftermath	
Conclusion	

Trapped in the Tube

Name _____

Multiple Intelligences
Spatial, Verbal-linguistic

Draw your impression of what happens in this book. Add labels, captions, and speech bubbles if needed.



Record your thoughts about the book in a poem.

Trapped in the Tube

Name _____

Ⓜ Code Breaker

Write a sentence containing each of these words. Try to think of a sentence that helps someone else understand the meaning of the words.

amputate: _____

evacuate: _____

mourn: _____

resuscitate: _____

tourniquet: _____

A synonym is a word with the same meaning as, or a similar meaning to, another word. For example, hot/warm. Replace the highlighted words in these sentences with synonyms.

There had been *frantic* screams.

Gillian lay in the wreckage with *horrific* injuries.

Gillian thanked the *extraordinary* people who risked their lives to save hers.

Their clothes were *shredded* and their faces were black.

Trapped in the Tube

Name _____

☐ Meaning Maker

Can you imagine what it would be like to be in a bomb attack? Think of ways a bomb attack might be different if it occurred in a bus, a plane, and a multi-storey shopping complex. Write about:

- what the blast might look like
- the rescue effort
- the aftermath
- people's chances of survival

In a bus

In a plane

In a multi-storey shopping complex

Trapped in the Tube

Name _____

🕒 Text User

Find the information from the book to complete the table below. Check online for information that is not in the book.

Bombing	Where	When	Cause	Number injured	Number of deaths
Circle line train					
Tavistock Square and Upper Woburn Place bus					

Turn to page 5 of the book. Read the front page of the newspaper in the photograph. Draw a new “photograph” for the paper and write a new attention-grabbing headline.

Trapped in the Tube

Name _____

● Text Critic

This book is a factual account of the bombing and Gillian Hicks's experience.

1. What was your first impression of this book when you saw the cover?

2. Do you think that this book presented facts that are true and correct? Why or why not?

3. Do you get the feeling that the author was making a statement about bombs? Explain.

4. Does the cover prepare you in any way for the information presented in this book?

5. In what ways could a factual recount present information that may not be accurate?

6. Do you think readers of this book will be interested to learn more about bombings like the one in this book? Explain.

7. What makes the information in this book appear to be true and accurate? Explain.

8. Has this book shaped your thinking in any way? Explain.

Trapped in the Tube

Name _____

Survival Story

You have learned a lot about Gillian Hicks's experiences from this book. If you could interview Gillian, what would you ask her? Consider what else you think other readers of the book might like to know about Gillian.

If you could include another chapter in this book, what would the chapter be about? Explain your choice.
