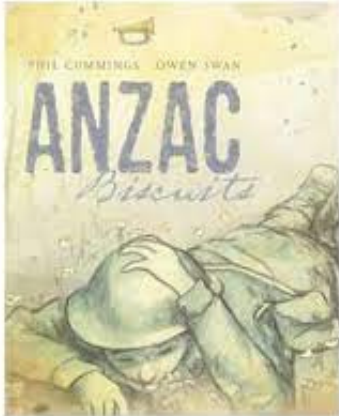


ANZAC Biscuit Book Study

From Home to the Battlefield

PART 1- BEFORE READING - Making predictions.



1. Observe the front cover. What information can you see?
2. What might the story be about?

PART 2- WHILE READING - Understanding the Story.

1. General understanding

- a. What is the story about? (Think about who, what, when, where)
- b. What do you notice about the structure of the text?

2. Analysis

- a. Complete the table. Choose a page about Rachel and her mother, and compare it with the next page about the soldier.

	 What it looks like	 What it sounds like	 What it feels like	 How do the characters feel
Rachel & her mum				
The soldier				

- b. What differences and similarities do you notice? What are the intentions of the author?

- c. Identify the figures of speech.

- *"Bang crash bang"* p.9
 - What is this figure of speech?
 - What effect does it create?
 - Find another example in the text.
- *"like a field of snow"* p.12
 - What is this figure of speech?
 - Why did the author choose this image?
 - Find another example in the text.

PART 3- AFTER READING - Reflect & interpret.

- a. What is the message conveyed by the author? What do you learn about the conditions of war and how the soldiers felt?
- b. Why were ANZAC biscuits important?

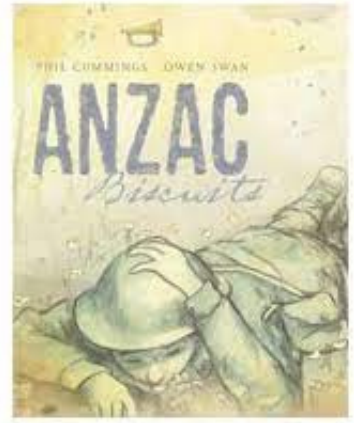
CREATIVE WRITING



Write a letter from Rachel's father receiving the biscuits. Use sensory vocabulary and try to include some figures of speech.

ANZAC Biscuit Book Study

From Home to the Battlefield



Medium: *ANZAC Biscuits* by Phil Cummings & Owen Swan, Picture book, 2013.

Download the text here: <https://online.fliphtml5.com/wmgra/zqom/#p=1>

Target audience: SIA year 6/ 7 (B1+ level)

Time: 60 minutes

Theme: Freedom & Friendship- Australians at war

Topic: From Home to the Battlefield

Central question: How does the story contrast life at home and life at war to convey the emotional experience of ANZAC soldiers?

Skills developed:

- Reading comprehension
- Literary analysis
- Writing skills

Links to the Bulletin Officiel n°2, January 14, 2021:

"apprécier la manière dont l'esthétique, la structure narrative, les formes et les caractéristiques de la langue (les conventions), et l'utilisation de figures de style (métaphores, ton, langage figuré) influencent la réaction du récepteur;"

"développer la capacité à identifier et comprendre les subtilités, les nuances et l'implicite d'un document "

"pratiquer l'analyse littéraire, notamment la manière dont le sens est véhiculé, évaluer des a priori culturels d'un document et leurs implications, et identifier des thèmes moraux et éthiques ;"

"produire des textes personnels de type informatif, descriptif, narratif, argumentatif et explicatif, en respectant les codes d'écriture adaptés au destinataire, à l'objectif et au contexte ;"

"former à l'écriture de récits littéraires à la manière de ou à partir de textes étudiés en classe ;"

"sélectionner et utiliser à bon escient le lexique et les formes et caractéristiques de la langue dans chaque style d'écriture ;"