

A Novel Study Planning Guide based on Blooms & QAR

Sally's Story by Sally Morgan

Content ⇒ Process ↓	People	Places	Events	Themes	Connections within the novel and with the readers experience.	Structure and Methods (Use of a range of reading strategies)
Knowledge In The Book: Right There	Identify the main characters and create a profile of each showing connections to other people and events.	Describe and sketch two key places in the story?		Animals play an important part in Sally's young life. Document the animals that are key and briefly describe their part in the story.		
Comprehension In the Book: Think and Search	Secrets are important to the story of many of the characters. Uncover the secrets of the main characters and explain why they exist.	Compare Manning and Como. Beside physical difference what else separates the two locations?	What is an epiphany? Do you think there are any moments of epiphany in this text?	What evidence of racism is there in the book? Why does Sally's family try to be seen as Indian?		The book is written in first person. What effect does this have on the telling of the story? How could it change if it was written in third person? What would be the largest changes if the story was written from Nan's perspective?
Analysis & Application In My Head: Author and Me	What do you think lies behind the fear of authority felt by Nan and to a lesser extent Gladys?		Construct a timeline of important events in Australia's history that have affected Aboriginal people.		Compare Sally's childhood with yours. What aspects of Sally's home and school life are different from yours?	
Synthesis In My Head: On My Own	Write a poem that Sally might have written after her first day at school. Then do the same for Jill. Finally compare the two and explain your choices.		Explain with reference to Australian history Nan's statement 'In this world, there's no justice, people like us'd all be dead and gone now if it was up to this country'.	On page 99 Jill describes Sally as living in a daze. What are the consequences of Sally's approach to life?	What could you learn from Sally's reaction to her conversation about ending her friendship with Mary's father.	
Evaluation In My Head: On My Own	Why do Gladys and Nan decide to keep their heritage from Sally? What worries did they have about Sally knowing her		For Sally the confession Gladys makes towards the end of the novel is a significant moment. For Jill it is of little		What has changed for Aboriginal people since Sally wrote her story? What has not changed?	

	heritage? Were these fears valid? Support your response with evidence from the novel and additional research.		importance. Compare and evaluate the sisters understanding of their heritage.			
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QAR - Question - Answer Relationships - Thinking about questions

In the Book

Right There: A “detail” type of question, where words used to form the question and words that answer the question are often “right there” in the same sentence. (Blooms - Knowledge)

Think & Search: The answer is in the text, but readers have to “think & search” to find the answer; sometimes within a paragraph, across paragraphs, or even chapters. (Blooms - Comprehension)

In My Head

Author and Me: The information to answer the question comes from my background knowledge, but to even make sense of the question, I’d need to have read and understood the text. (Blooms - Application, Analysis)

On My Own: The question relates to the text, but I could probably answer this one even if I had never read the text. All the ideas and information come from my background knowledge. (Blooms - Synthesis, Evaluation)