Ruckus is a silent animation about the greed, selfishness and daring nature of two brothers, who despite being wanted carry out an audacious heist. How will this story end?
Ruckus Animation
Teaching & Learning Ideas
Orienting students to the text is a vital component of the reading process. This phase helps teachers model and students practice before reading strategies.

During the orientation phase students learn to do the following things:

- Activate or build prior knowledge of topics, text types and purposes
- Make predictions and connections to and from the text
- Orient themselves to the specific text

This supports the reader to:

- Establish an overall picture of meaning
- Move through the text building and synthesising new ideas and existing knowledge

- Discuss the purpose of imaginative texts.
- Display an image from part of the animation Ruckus.
Before Viewing

- Make inferences about the image using the thinking routine **See Think Wonder**

  - What do you see, observe or notice in this animation?
  - What do you think is happening?
  - Why do you think this?
  - What does it make you wonder?

- Use a Y chart to make predictions and inferences about what occurs before, during and after the image.

- Examine the title of the animation and find out what a ruckus is. Use drawings or role play to illustrate.

**NB:** More information about the thinking routine **See Think Wonder** can be found on my website: [http://thinkingpathwayz.weebly.com/seethinkwonder.html](http://thinkingpathwayz.weebly.com/seethinkwonder.html)

Alice Vigors
2018
During Viewing

- Watch the animation but stop it at 2:22 just before the ending → use this point to develop an alternative ending before revealing the true ending.
- Explore writing techniques of building tension and suspense
- How do you end with impact without telling me every single detail?
- Examine the ending of the animation. Compare and contrast it to student endings.
After Viewing

- Use the hamburger model planning sheet to examine the structure of the text.

  - Hamburger Model: Early
  - Hamburger Model: Fluent

- Discuss the purpose of dialogue.
  - Why do you think the creator Ben Davis chose not to use dialogue?
  - If dialogue is used to give clues about personality, add details or keep the action moving, what techniques does the animator use to do these things instead?

- Choose one point in the animation where dialogue would be effective and compose a dialogue exchange that either:
  - Shows something about a character’s personality
  - Adds further details to the story
  - Keeps the action moving

- What impact does the choice of music have and how does it help to keep the action moving?
After Viewing

- Compose a six sentence story that summarises the key moments in the animation.
- Encourage students to:
  - Use a variety of sentence types (simple, compound and complex).
  - Incorporates dialogue.
  - Gives descriptive traits of the characters.

- Compose a description of the setting from the opening scenes.
- Create wanted posters with vivid character descriptions.
- Write a recount or a newspaper article about the incident.
- Write from the point of view of an eye witness.

Six Sentence Story template
After Viewing

- Examine the quote:
  
  *Greed, in the end, fails even the greedy.*
  
  - Cathryn Louis

- Use the thinking routine **Claim Support Question** to explore how this relates to the brothers and their actions.

- Re-examine the train scene where the brothers fight to get the jewel.

- Use the thinking routine **Colour Symbol Image** to understand the motives and behaviour behind the brother’s actions.

*NB:* More information about the thinking routine **Claim Support Question** can be found on my website: [https://thinkingpathwayz.weebly.com/claimsupportquestion.html](https://thinkingpathwayz.weebly.com/claimsupportquestion.html)

*NB:* More information about the thinking routine **Colour Symbol Image** can be found on my website: [https://thinkingpathwayz.weebly.com/coloursymbolimage.html](https://thinkingpathwayz.weebly.com/coloursymbolimage.html)
Resources
### See
What are the things that you see, observe or notice in this animation?

### Think
What do you think is happening? Why do you think this?

### Wonder
What does it make you wonder?

Adapted by Alice Vigors 2017
Name .................................................. Date ..............................................

Title ......................................................................................................................

**Introduction**

Setting: Time, weather, place

Character/s

Hook: A hint about the problem

**Problem**

- 

**Feeling**

**Ending**

- 

Thought

Feeling
Planning sheet: To narrate (fluent)

Name __________________________ Date ______________________

Title ______________________________________________________

Introduction

Setting: What can you see? time, place, weather

Characters: Names, important details

Hook: A hint about the problem

Introduce the problem

T.P.T.P. - change in topic/place/time/person (circle)

Possible details to include

Develop the problem

Change in time/place/person/topic (circle)

Develop the problem

Change in time/place/person/topic (circle)

Add or delete boxes and bullet points if necessary.

Resolution

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## Colour - Symbol - Image

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<td>What colour best represents this?</td>
<td>What symbols best represents this?</td>
<td>What Image best represents this?</td>
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Why did you choose this colour?  
Why did you choose this symbol?  
Why did you choose this image?