



TEACHERS' RESOURCES

RECOMMENDED FOR

Lower to middle primary
(ages 4 years to 8 years)

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KEY CURRICULUM AREAS

- **Learning areas:** English, Humanities and Social Sciences, the Arts
- **General capabilities:** Literacy, critical and creative thinking; Personal and social capability; Visual literacy

REASONS FOR STUDYING THIS BOOK

- To respond to the text and share feelings and thoughts about the events and characters in the text.
- To use the text as a springboard for general discussion and exploration of major themes.

THEMES

- Fairness
- Standing up for your beliefs
- Community; shared traits despite difference
- Symbols

PREPARED BY

Penguin Random House Australia

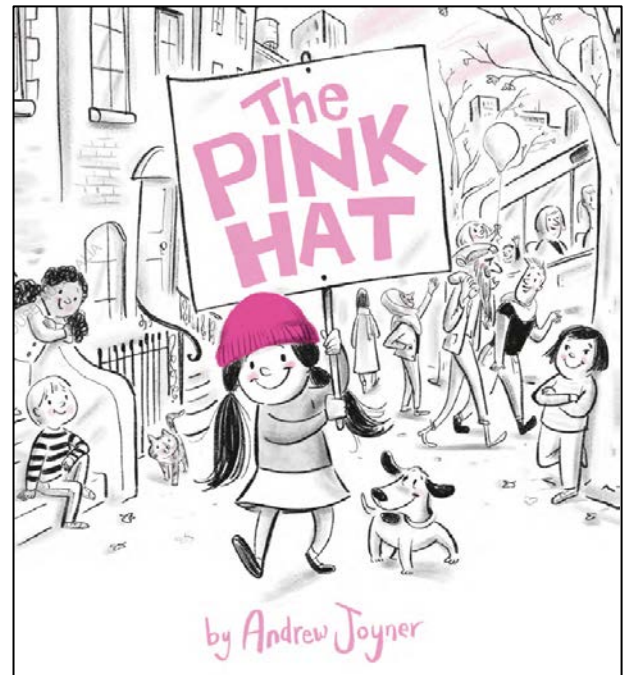
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The Pink Hat

Andrew Joyner

PLOT SUMMARY

Once there was a pink hat. A cat played with it. A baby caught it. A dog swiped it. That is, until... A girl found it. She wears the hat everywhere, including to a march with thousands of other people. They are all marching to support the idea that girls and women should have equal rights to boys and men.

ABOUT THE AUTHOR

Andrew Joyner is an Australian illustrator and author whose books have been published around the world. His books include *The Terrible Plop*, written by Ursula Dubosarsky (shortlisted for the CBCA awards and the Prime Minister's Literary Awards), and the Boris series. His picture books include *Too Many Elephants in this House* (with Ursula Dubosarsky), *How Big is Too Small* (with Jane Godwin) and *Blue the Builder's Dog* (with Jen Storer). He lives in South Australia. Visit him online at andrewjoyner.com.au.

AUTHOR'S INSPIRATION

Andrew says: 'To me, the Women's March on 21 January 2017 was the way forward. Suddenly, all these women and children and men had built a path to a future that seemed impossible just a day before. I loved its creativity and imagination and intelligence. It was a witty and inventive spectacle that turned something light and whimsical – a knitted, pink, cat-eared hat – into a powerful feminist symbol. Still, at the time I had no idea it would lead to a picture book.

'I guess inspiration rarely takes a straight path. The initial spark for *The Pink Hat* was a conversation with my 14-year-old son about masculinity and role models. In fact, I first imagined the main character as a boy who finds a pink hat and joins the March. But clearly a girl belonged at the centre of the story. As soon as I drew that girl marching in her pink hat, the book started to take shape. She gave the story its power and focus.

'There was a reason I dedicated *The Pink Hat* to "all the women who march us forward." That's because I can't imagine progress without feminism. At a time when the world seemed to be spinning backwards, the Women's March gave me, and I'm sure many people around the world, hope for our future. So perhaps *The Pink Hat* is also my way of saying thank you.'

The setting and imagery

'I wanted the story to be open to any reader anywhere in the world, so I set it in a generic city, and avoided any specific reference to the US election (or Donald Trump or Hillary Clinton). But I did try to incorporate imagery into the book which would reference some of the specifics of the March. Some of it's more obvious, such as the reference to the date of the March on the little calendar on the girl's nightstand.

'Some of the imagery is more subconscious and non-literal. For example, the bus that the girl takes home. Of course, in the story the bus is not going to the

Women's March, but buses were a significant element in the march, transporting thousands of women from around the US to Washington (see [this](#) from *The Boston Globe*). So I wanted a bus to be a prominent image, especially when the narrative takes a bit of a turn and the girl becomes the main focus. When I showed the book to my sister-in-law, she even thought the African-American woman sitting at the front of the bus was an allusion to Rosa Parks. Definitely an unconscious allusion on my part, but I'll take it!

'One intentional historical symbol in the book is the statue in the park (when the girl is chasing the dog) – it's a suffragette, although it's not particularly obvious. There's also the knitting of the hat by a woman who observes the March but doesn't march herself. Many of the hats were knitted by women around the US who couldn't actually join the march themselves.'

PRE-READING QUESTIONS

1. Look at the book's front cover. In groups or as a class, write a list of what you notice on the cover. Who or what is on the cover? Where do you think the book is set? What is happening? Does the title relate to the illustration? What do you think the story inside is going to be about?
2. Look at the back cover together. Read the blurb and consider the illustration. Do the words and illustration on the back match what you thought the front cover was saying? How?

THEMES

Fairness and equality

All people want to be treated fairly – to get the same choices, chances and rights as the people around them. Throughout history, and all over the world, different groups of people have struggled to gain fair treatment. For example, in Australia's past, old-fashioned beliefs meant that it was legal to treat people unfairly, for reasons that those people could not control and that don't make sense to use today – reasons such as ethnicity, skin colour or religion, or because women were considered inferior to men.

Nowadays, most people agree that everyone should be treated equally, and many beliefs and laws have moved closer to giving everyone equality. But laws and beliefs are always changing – sometimes new attitudes or laws can make life *less* fair instead of more fair.

On 21 January 2017, women, men and children all over the world joined the International Women's March. They were worried about the changing politics in many countries, and feared that hard-won improvements in equality and fairness were in danger.



Standing up for your beliefs

What if laws or social rules are based on old-fashioned or mistaken ideas? What if people are treated unfairly or if you are treated unfairly? There are lots of ways to stand up for your beliefs and let people in power know that you disagree. You can share ideas with people you know by talking to them directly. You can let more people know your opinion by writing letters, signing petitions, attending or taking part in public debates, or joining marches. Marches draw lots of people together to show that they all share a particular belief.

Community

You can be part of lots of different communities – a family, a school, a neighbourhood, a sporting club, and more. But being part of a community doesn't mean all being the same – you can have points of difference and things in common at the same time.

Symbols

Sometimes a simple object can take on a special meaning. That object can then be understood by lots of people, even if those people speak different languages or view the world in different ways. Sometimes symbols mean slightly different things to different people or can be used in different ways.

KEY STUDY TOPICS

English

After reading the story together, discuss it in small groups or as a class.

1. What did you think the story was about?
2. Did you notice a pattern in the way the hat is described? Does that pattern affect the way you read the story aloud? See *Worksheet 1*.
3. Who made the hat? Can you list all the characters who used the hat?
4. Think about the way the different people and animals in the book used the same pink hat. Were you surprised by the ways they all used the pink hat? Why would different characters use the same thing in different ways?
5. What is written on the signs (*placards*) in the final illustration? Have you heard any of these sayings before? What do they mean to you?

Visual storytelling

After you have read the story once, read it again and pay extra attention to the illustrations.

1. Some illustrations give a clue about what will happen in the text on the next page. Find two or three examples.
2. Do you think the older woman who knitted the hat knew the girl who ended up with the hat? What makes you think that?
3. What colours are used in the illustrations? Why do you think the author used these colours?
4. The text doesn't say that the girl is planning to go to a march, but one of the illustrations gives a clue. Can you find the clue that she is planning to join the march?
5. Lots of characters appear throughout the pages. They all look quite different from each other, and when we first meet them, they are all doing different things. But did you notice that most of the characters appear more than once? See if you can find lots of them together on multiple pages. How do you think this connects to what the author is saying in this book?

Fairness and standing up for your beliefs

1. Can you give examples of unfairness from the past or the present? It could be something you have read about, studied, or experienced yourself.
2. Have you ever spoken up when you thought something was unfair? Do you think there are reasons people might not speak up?
3. Can you think of a time when someone has told you something that made you change your mind? Or a time that you have changed someone else's mind? What was the conversation like? Were you polite or rude? Did you let the other person speak or do all the talking?

Community

1. Can you give examples of communities that you are a part of?
2. What makes you feel as if you belong somewhere?
3. Do you think people in a community agree on everything and like all the same things? Do you think they need to?

Symbols

1. The hat was made by an older woman and ended up with a young girl. Do you think this might be symbolic? How? (*Hint: What role do older people usually have in younger people's lives?*)
2. At the end of the book, the pink hat has become a symbol of unity or solidarity. That is, the people marching on the street might be different in lots



of ways, but they also share some things in common. The pink hats are a way of showing very simply and quickly that these different people have come together for one reason. Can you think of other symbols that group people together? (*Hint: To start, think about what you wear to school, or what some adults wear to their jobs.*)

3. We all see and interpret symbols all the time. See the activity on *Worksheet 2*.

Extension activities

1. *Discussion point:* 'The older woman who knitted the hat went to the March in spirit.' What do you think this means? Are there reasons people who want to join in a march might not be able to?
2. *Research and discuss:* Near the middle of the book, one illustration shows a statue of a woman marching and carrying a flag. She is a suffragette. Have students heard of 'suffrage' or the 'suffragettes'? Discuss why 'suffrage' is important and why the suffragette statue is included in *The Pink Hat*.
3. *Research and discuss:* The author showed lots of characters riding a bus, and explained that it is an allusion to groups travelling to the International Women's March in Washington DC, USA. How would bus travel be more accessible than travelling by private car or aeroplane? Why might that be relevant to the idea of a group march, or be necessary for people who have been treated unfairly in the past? Other examples of buses being significant in protests include the 1965 Freedom Ride in NSW, led by Charles Perkins; and Rosa Parks and the Montgomery Bus Boycott in the US in 1955–56.
4. *Writing task:* Ask the students/class to decide on an example of unfair treatment that they have witnessed or experienced. Then, ask them to write a slogan for a placard/banner, and also a short letter to someone who could change the issue they are concerned about. (E.g. a parent, school principal, politician.) How is the language of a letter different from a slogan on a placard? What kind of language is most likely to help win an argument?



FURTHER READING FROM PENGUIN RANDOM HOUSE AUSTRALIA

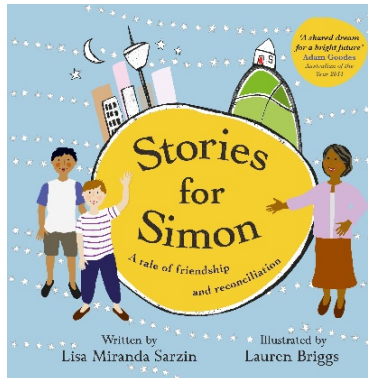


Something Wonderful
by Raewyn Caisley &
Karen Blair

Why this story? Read it as another example of a child who follows their own path.

Sam likes to pull things apart and put them back together, and think about how things work. But he is sometimes so busy doing this, he forgets his chores on the family farm.

Then one day he creates something truly wonderful . . .



Stories for Simon
by Lisa Miranda Sarzin &
Lauren Briggs

Why this story? Read it as another example of recognising past injustices and seeking to understand others' experiences.

When Simon unwraps a beautiful boomerang wrapped in an old newspaper, he learns of the national apology to the Stolen Generations. Who were the Stolen Generations and how can saying 'sorry' help? Through a new friendship and a magnificent collection of stories, Simon gains a deep appreciation of the past and a positive vision for the future.

Includes a foreword by Bidjigal Elder Vic Simms and endorsement from Adam Goodes, Australian of the Year 2014

Teachers' resources available



Shout Out to the Girls:
a celebration of awesome
Australian women

Why this story? Read it as another example of girls and women who defied expectations and restrictions to do amazing things.

Let's hear it for the Australian women who have shaped our history and are expanding our future!

From athlete Cathy Freeman to motivationalist Turia Pitt, suffragette Jessie Street to molecular biologist Elizabeth Blackburn, this book tells the exciting stories of women from all fields and all walks of life.

Featuring colourful illustrations by local female artists, this is a book to excite and inspire the girls and boys in your life.

Available 26 February 2018



WORKSHEET 1: Descriptions and points of view

Did you notice a pattern in the way the hat is described in the book? Look at the pages where the baby plays with the hat, and where the dog plays with the hat, then fill in the blanks below.

1. A baby caught the hat. It was a _____ hat. A _____ hat.

2. A dog swiped the hat. It was a _____ hat. A _____ hat.

Next, imagine you have the hat, and then one of your parents or grandparents has the hat. How would you use and describe the hat? How would the adult you're thinking of use and describe it?

3. Then I took the hat. It was a _____ hat. A _____ hat.

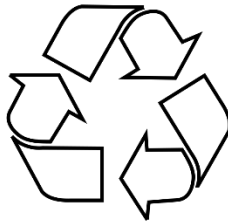
4. My _____ grabbed the hat. It was a _____ hat. A _____ hat.



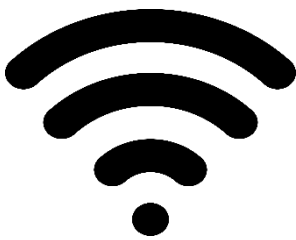
WORKSHEET 2: Everyday symbols

1. Do you recognise these symbols? Write down what they mean, or what you think they might mean.
2. Can you think of three more symbols to draw in the empty squares at the bottom of the page?

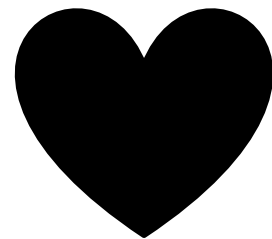


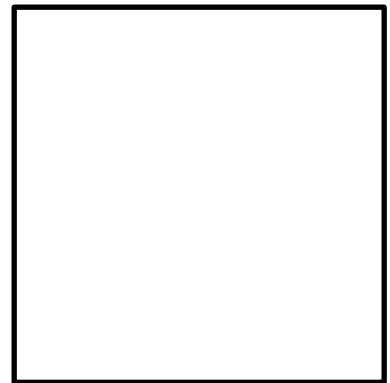
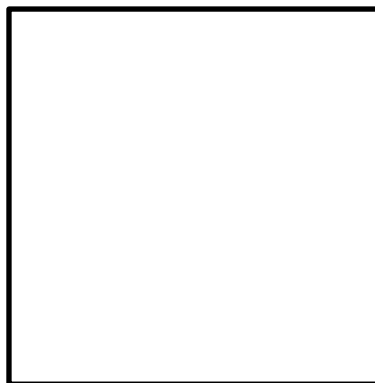
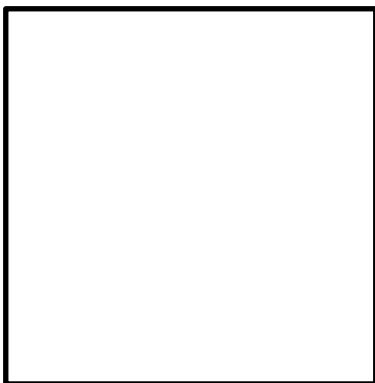












ORDER FORM

TITLE	AUTHOR	ISBN	SCHOOL YEAR	RRP	QTY	TOTAL
<i>The Pink Hat</i>	Andrew Joyner	9780143789369	K-3	24.99		
<i>Blue, the Builder's Dog</i>	Storer & Joyner	9780670077809	K-1	24.99		
<i>Tim and Ed</i>	Dubosarsky & Joyner	9780670074631	K-1	24.99		
<i>How Big is Too Small?</i>	Godwin & Joyner	9780143784449	K-1	14.99		
<i>The Terrible Plop</i>	Dubosarsky & Joyner	9780143505136	K-1	14.99		
<i>Something Wonderful</i>	Raewyn Caisley & Karen Blair	9780670078455	K-2	24.99		
<i>Stories for Simon</i>	Lisa Miranda Sarzin & Lauren Briggs	9780143784258	K-3	16.99		
<i>Shout Out to the Girls</i>	Various	9780143789420	K-6	29.99		
TOTAL						

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