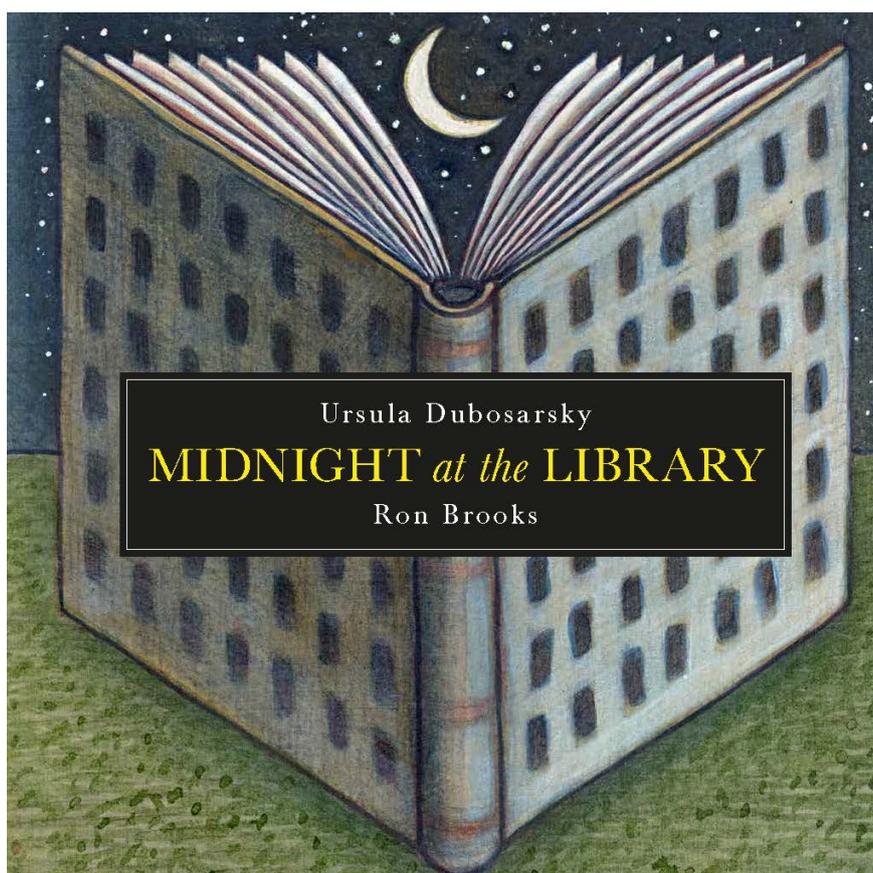


## TEACHERS' NOTES

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### Midnight at the Library

by Ursula Dubosarsky, illustrated by Ron Brooks



Published by National Library of Australia, November 2018, ISBN: 9780642279316

Recommended Year Levels: Foundation to Year 3

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**Author: Ursula Dubosarsky**

Ursula Dubosarsky is an internationally renowned children's author. She has won nine national literary prizes, including five New South Wales Premier's Literary Awards—more than any other writer in the awards' 30-year history. She is the author of many illustrated books and novels, and also three works of non-fiction for children about the English language. She was nominated for the Astrid Lindgren Memorial Award in 2017.

Image credit: Vicki Skarratt

## Illustrator: Ron Brooks



Ron Brooks has illustrated numerous books over the past 45 years, which have been published in more than 20 different languages and for which he has earned national and international acclaim. Among his titles considered classics are *The Bunyip of Berkeley's Creek*, *Rose and the Midnight Cat* (by Jenny Wagner), *Honey and Bear* (by Ursula Dubosarsky), and *Old Pig and Fox* (by Margaret Wild). *Fox* was shortlisted for the Kate Greenaway Award and won the prestigious Deutscher Jugendliteraturpreis, as well as many other awards in Australia and overseas. He was nominated for the Hans Christian Andersen Award in 2014, and is a four-time winner of the Children's Book Council of Australia Picture Book of the Year award.

## About the Book

Critically acclaimed author Ursula Dubosarsky and award-winning illustrator Ron Brooks come together in *Midnight at the Library* to traverse space and time, telling the story of a book throughout history.

Starting many years ago beneath the very same stars that still fill us with wonder, Dubosarsky and Brooks piece together the story of a book that was opened and loved, given and taken, closed and lost, and found and forgotten, before being discovered, uncovered and preserved in a library.

Beautifully written and splendidly illustrated, *Midnight at the Library* is a story about the inception, creation and preservation of books and culture, which encourages readers to find their own little old book of wonder at a local library.

### AUSTRALIAN CURRICULUM CONTENT

- Learning Area(s)
  - English
  - Humanities and Social Sciences (HASS)
- General capabilities
  - Personal and Social Capability
  - Critical and Creative Thinking
  - Literacy

## Introductory Activities

These are activities to do before reading to prepare students for the concepts/themes explored in the book. They are not necessarily curriculum based.

- Look at the cover of the book with the class. What do you think this book will be about? What do you see that makes you say that?
- What libraries do you know?
- Have you visited a library? Can you describe it?
- What does a library do?
- What do we use libraries for?

## ENGLISH

### Foundation

**Content description:** Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575—Scootle)

#### Elaborations

- recognising that there are storytellers in all cultures
- comparing experiences depicted in stories with students' own
- engaging with texts that reflect the social and cultural groups to which students belong

### Discussion/Inquiry Questions

- In *Midnight at the Library*, author Ursula Dubosarsky has written a book about a person writing a book. Discuss how everyone tells stories, whether the stories relate to what we did during the day, what our favourite books or toys are, what our families get up to, or something we make up during creative play.
- The boy in *Midnight at the Library* who wrote the golden book lived a long time ago and in another country. Discuss how people also tell stories about their country and their culture. Can you share a folk tale or legend you know from a different country?

### Class Activities

- Draw a picture based on your favourite stories. Tell the class why you chose that story to illustrate.
- Create a collage (using photographs, drawings, documents and words) to illustrate a story from your own life or the life of one of your family members.

**Content description:** Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786—Scootle)

#### Elaborations

- talking about how a 'different' story is told if we read only the words, or only the pictures; and the story that words and pictures make when combined
- exploring how the combination of print and images in texts creates meaning

### Discussion/Inquiry Questions

- Read *Midnight at the Library* aloud to the class without showing them the pictures. Discuss the images they saw in their mind's eye while they were listening to the story. What did the library look like? What did the boy look like who was writing the story? What did the country look like where the story is set?
- Did everyone imagine the same things?
- Reread the book to the class, this time showing them the pictures. Discuss how and why the pictures in the book differ from what the class imagined.

### Class Activities

- Draw a picture of you and your friends/family visiting your favourite library.

**Content description:** Identify some differences between imaginative and informative texts (ACELY1648—Scootle)

### Elaboration

- talking about what is 'real' and what is imagined in texts

### Discussion/Inquiry Question

- *Midnight at the Library* is a mixture of both true and made-up stories. Discuss which elements in the book are based on real events and which ones are imagined.
- Identify imaginary creatures (e.g. Pegasus, unicorns, dragons, etc.) from books you've read, and discuss how they are based on real animals.

### Class Activities

- Draw a picture of a real animal (e.g. horse, cow, lion, cat, dog, lizard, etc.).
- Draw another picture of the same animal, but give it magical or monstrous characteristics (e.g. wings, horns, big eyes, enormous feet, scales, etc.).
- Give your imaginary animal a name that fits its special powers.

## Year 1

**Content description:** Understand patterns of repetition and contrast in simple texts (ACELA1448—Scootle)

### Elaboration

- discussing different types of texts and identifying some characteristic features and elements (for example language patterns and repetition) in stories and poetry

### Discussion/Inquiry Question

- The text in *Midnight at the Library* is very poetic, featuring rhythm, rhyme, repetition and strong cadences. Select a piece of text from the book and discuss its structure. For example:

*Up the stairs,  
Down the stairs.  
Up the hallways,  
Down the hallways.  
Past all those rooms, so many rooms  
Full of shelves, so many shelves,*

*Until we find it.*

### Class Activities

- Rewrite the following poetic text as a piece of simple description:  
*They went up and down the stairs, past lots of rooms full of shelves, looking for the book.*
- Now reverse the process by rewriting the following simple description using more poetic language:  
*The children found the book high up on a shelf*
- Discuss the different effects achieved by rewriting the text in these ways.

**Content description:** Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘What state is being described?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELA1451—Scootle)

### Elaborations

- knowing that, in terms of meaning, a basic clause represents: a happening or a state (verb), who or what is involved (noun group/phrase), and the surrounding circumstances (adverb group/phrase)
- understanding that a simple sentence expresses a single idea, represented grammatically by a single independent clause (for example ‘A kangaroo is a mammal. A mammal suckles its young.’)

### Discussion/Inquiry Question

- Examine the following sentences from *Midnight at the Library*:  
*A long time ago,  
A boy looked out a window too, in a place faraway.  
He looked at the moon and the mountains and  
the millions of stars and he said to himself:  
‘I wonder what the world is?’*
- Identify the parts of this text that answer the following questions:
  - Who is the main character?
  - What is he doing?
  - When and where is he doing it?

### Class Activities

- Write and illustrate a story about what you think of when you look at the stars. Make sure the reader knows:
  - where you are
  - what you can see
  - what you are thinking/imagining.

**Content description:** Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452—Scootle)

### Elaborations

- talking about effective words that describe a place, person or event

- learning how a sentence can be made more vivid by adding adjectives, adverbs and unusual verbs

### Discussion/Inquiry Question

- Examine the following quote from *Midnight at the Library*:

*At last*

*It came to a place*

*Where it was safe,*

*Wanted, Loved.*

*Together, with hundreds,*

*Thousands of books,*

*Millions of shining lights*

*Like stars in the sky.*

- Discuss the way this text is constructed, identifying:
  - what it is about
  - where it is set
  - when it is set
  - what is happening.

### Class Activities

- Using different coloured pens for each part of speech, underline the following types of words in this text: adjectives, nouns, adverbs and verbs.
- Remove the underlined words, one colour at a time, and replace them with words of your own.

**Content description:** Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453—Scootle)

### Elaboration

- talking about what is ‘real’ and what is imagined in texts, for example ‘This is the section about platypuses in the book about mammals’

### Discussion/Inquiry Questions

- In *Midnight at the Library*, the author intersperses her narrative with the following rhyming couplets:

*The little book is very old.*

*The little book is made of gold.*

*The little book was made of gold.*

*The little book was bought and sold.*

*The little book was made of gold.*

*The little book grew very cold.*

- Discuss the different ways that these words can be interpreted:
  - Was the book actually made of gold?
  - Why was it bought and sold? Who might have owned such a book over the years?

- What could make a book grow cold? Think of both real and imaginary reasons for a book becoming either cold or hot.

### Class Activities

- Illustrate the text above: in a factual or 'real' way; and in an interpretative way that uses your imagination.

## Year 2

**Content description:** Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462—Scoutle)

### Elaboration

- exploring in stories, everyday and media texts moral and social dilemmas; such as right and wrong, fairness/unfairness, inclusion and exclusion; learning to use language to describe actions and consider consequences

### Discussion/Inquiry Questions

- Discuss the text and illustration in *Midnight at the Library* that shows burning books:



- Cover the following discussion points:
  - Why would people burn books?
  - How could books, and the ideas and information that they contain, be considered so dangerous that they have to be destroyed?
  - Study the image closely. What does the flag represent? What are the people doing? How are they reacting to the burning of the books?
  - Why is the boy saving the golden book?
  - Why would he have to bury it?

### Class Activity

- Create a classroom poster listing the reasons why books, reading and libraries are important.

**Content description:** Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468—Scoutle)

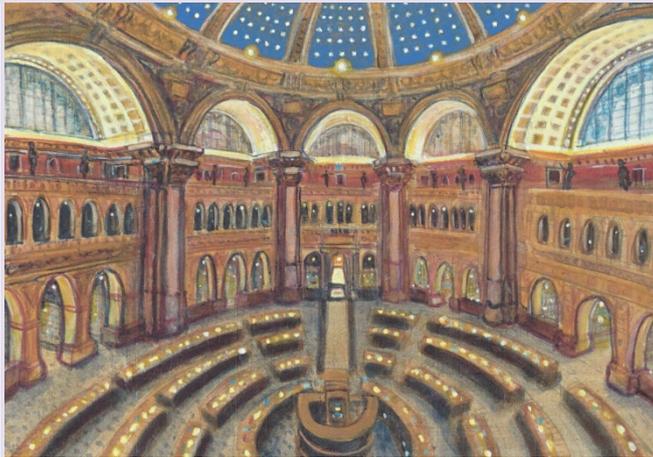
### Elaborations

- exploring texts and identifying nouns that refer to characters, elements of the setting, and ideas

- exploring illustrations and noun groups/phrases in picture books to identify how the participants have been represented by an illustrator
- exploring names of people and places and how to write them using capital letters
- building extended noun groups/phrases that provide a clear description of an item

### Discussion/Inquiry Questions

- Discuss how illustrator Ron Brooks has interpreted the author’s words ‘thousands of books, millions of shining lights like stars in the sky’ by incorporating books, lights and stars into his illustration of a library:



### Class Activity

- Present your own interpretation of this text, creating a poem, a story or an artwork that focuses on books, lights and stars.

## Year 3

**Content description:** Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482—Scootle)

### Elaborations

- identifying different types of verbs and the way they add meaning to a sentence
- exploring ‘doing’ and ‘saying’ verbs in narrative texts to show how they give information about what characters do and say
- exploring the use of sensing verbs and how they allow readers to know what characters think and feel
- exploring the use of relating verbs in constructing definitions and descriptions
- learning how time is represented through the tense of a verb, for example ‘She arrived’, ‘She is arriving’, and adverbials of time, for example ‘She arrived yesterday’, ‘She is arriving in the morning’

### Discussion/Inquiry Questions

- In the following text from *Midnight at the Library*, the author has used a large number of verbs: *The little book was wrapped, unwrapped, opened, loved, read aloud, given, taken, closed, lost, found, forgotten, left behind ...*

- Underline the verbs in this sentence. Discuss how the author has constructed the text and why.

### Class Activity

- Create a similar poetic work describing all the things you can do with a common object. For example:

*The red apple*  
*Was polished, peeled, cut up and pulped,*  
*Eaten, nibbled, munched,*  
*Baked and boiled,*  
*Covered in toffee,*  
*Made into strudels, puddings and pies,*  
*and consumed ...*

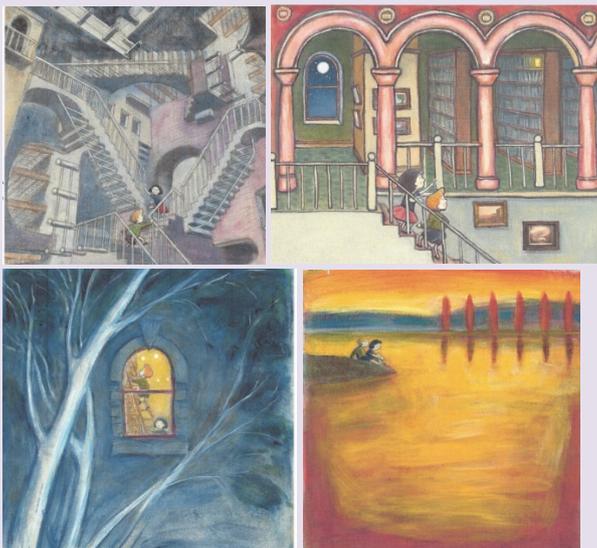
**Content description:** Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483—Scoutle)

### Elaborations

- noting how the relationship between characters can be depicted in illustrations through: the positioning of the characters (for example facing each other or facing away from each other); the distance between them; the relative size; one character looking up (or down) at the other (power relationships); facial expressions and body gesture
- observing how images construct a relationship with the viewer through such strategies as: direct gaze into the viewer's eyes, inviting involvement and how close ups are more engaging than distanced images, which can suggest alienation or loneliness

### Discussion/Inquiry Question

- Examine the four illustrations in *Midnight at the Library* that feature the boy and girl who are looking for the golden book:



- Discuss the following:
  - Where are the children placed in the landscape/setting in each illustration? Are they the focal point, or just a part of the landscape?

- How does the illustrator use colour to set the mood/atmosphere in each painting?
- Who is leading the search for the book, the boy or the girl? Or do they take turns?
- How do they interact with each other and the 'audience' in each image?
- How do they interact with one another and the setting in each image?
- How does the illustrator make them stand out in each image (e.g. colour, perspective, placement on the page, lighting effects, etc.).

### Class Activities

- Create an illustration showing the two children reading the golden book together.
- Consider the following:
  - facial expressions
  - body language
  - interaction with each other
  - interaction with the golden book
  - setting
  - mood/atmosphere.

**Content description:** Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596—Scootle)

### Elaboration

- discussing relevant prior knowledge and past experiences to make meaningful connections to the people, places, events, issues and ideas in the text

### Discussion/Inquiry Questions

- Creating, finding and preserving the golden book is the central issue in *Midnight at the Library*. Discuss what it is that makes a classic book, or one that is special to you as a reader. Consider:
  - character
  - plot
  - setting
  - atmosphere
  - writing style
  - illustration style
  - subject matter

### Class Activity

- Select a book that is important to you and that you loved reading. Write a book review recommending the book to your friends. Include the following:
  - a short summary of what the book is about
  - examples of why you think it is well written
  - comments on how it has been illustrated
  - the reasons why you enjoyed reading the book so much.

**Content description:** Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599—Scootle)

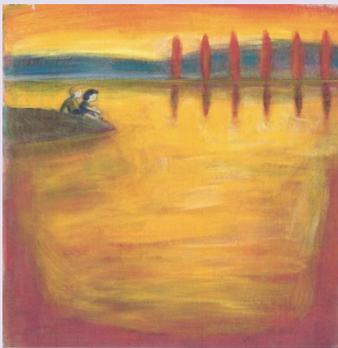
## Elaborations

- identifying and discussing the use of descriptive adjectives ('in the middle of a vast, bare plain') to establish setting and atmosphere ('the castle loomed dark and forbidding') and to draw readers into events that follow
- discussing the language used to describe the traits of characters in stories, their actions and motivations: 'Claire was so lonely; she desperately wanted a pet and she was afraid she would do anything, just anything, to have one to care for'

## Discussion/Inquiry Question

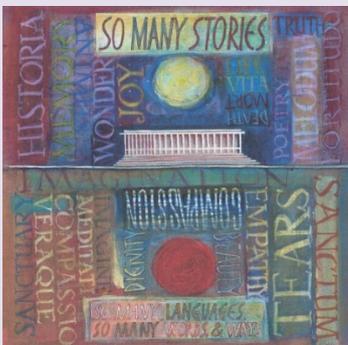
- In *Midnight at the Library*, illustrator Ron Brooks has created interesting visual responses to some of the words in the text. Discuss how he has responded to the author's words in the following two images:

Image 1:



*The little book is made of gold*

Image 2:



*And all those words that began so far away ... are waiting for you ... in the library*

## Class Activity

- Write a poem or a lyrical piece of prose about books and reading based on both these images, including:
  - the atmosphere and mood of the image of the children sitting beside the lake (Image 1)
  - some of the words featured in the image of the moon above the National Library of Australia (Image 2).

## HASS

### Foundation

**Content description:** How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013—Scootle)

#### Elaboration

- using images, students' stories and stories from other places to explore what families have in common (for example, people who provide for their needs and wants, love, safety, rituals, celebrations, rules, change such as new babies and dying)

#### Discussion/Inquiry Question

- *Midnight at the Library* looks at the history of one particular book that in the end becomes a part of the family of books that is a library. Discuss the importance of families in our lives.
- Discuss how many books are based on family stories, and that every family has a story to tell.
- Read a selection of picture books that tell family-based stories.

#### Class Activity

- Create a poster showing how your family celebrates a particular event (birthday, wedding, mother's or father's day, Christmas, Easter, Ramadan, Hanukah, etc.). Use photographs, drawings and documents in your poster.

### Year 1

**Content description:** Pose questions about past and present objects, people, places and events (ACHASSI018—Scootle)

#### Elaborations

- posing questions with the stems 'where', 'what', 'how' and 'why' about families, celebrations, places and the weather
- asking questions before, during and after listening to stories about people and places and about their past and present
- preparing questions for parents and members of older generations about how they lived in the past, where they lived and the places they value
- collecting and displaying everyday objects (for example, toys, telephone, radio, cooking utensils, clothes) and other sources (for example, photos, found objects, maps, observation sketches) to stimulate 'where', 'what', 'when', 'how' and 'why' questions

#### Discussion/Inquiry Question

- In *Midnight at the Library*, the children have to use their detective skills to find the golden book. Discuss how finding out about the past is like being a detective; you need to do the following:
  - find clues in books, newspapers, photographs and objects
  - interview people who have experienced whatever it is you are investigating
  - work out the links between things.

### Class Activity

- Interview a family member about something that has happened in your family. Find pictures, photographs and even objects to go with your story. Present it to the class as either a talk, a poster or a scrapbook.

**Content description:** Activities in the local place and reasons for their location (ACHASSK033—Scoutle)

### Elaboration

- identifying the activities located in their place (for example, retailing, medical, educational, police, religious, office, recreational, farming, manufacturing, waste management activities), locating them on a pictorial map, and suggesting why they are located where they are

### Discussion/Inquiry Question

- *Midnight at the Library* champions the importance of books and libraries. Discuss the importance of your local library:
  - Where is it?
  - Who uses it?
  - What does it contain?
  - When is it open?
  - What can you borrow?
  - Why are local libraries important?
- How does a local library differ from a national library?

### Activity

- Make a map of your neighbourhood featuring the following:
  - your school
  - your home
  - your shops
  - your local library.

## Year 2

**Content description:** Pose questions about past and present objects, people, places and events (ACHASSI034—Scoutle)

### Elaborations

- developing how, when, where, why questions at the start of and during an investigation and then revisiting the questions to check if they have been answered
- developing inquiry questions about a historical site (for example, ‘What does it look like now?’, ‘What condition is it in?’, ‘What was its purpose?’, ‘How might its use have changed?’, ‘How was it built/created?’, ‘Who built it?’, ‘How is it now used?’, ‘Why is it important?’)
- developing inquiry questions about places (for example, ‘What are the features of the place?’, ‘How far away is it?’, ‘How easy is it to get to?’, ‘How am I connected to it?’)

### Discussion/Inquiry Question

- *Midnight at the Library* was created to help celebrate the 50th anniversary of the National Library of Australia, which was opened in 1968. Discuss the following points about the National Library of Australia:
  - Why do we have a national library?
  - What does it collect?
  - Who can use it?
  - What does it display?
  - How is it different from a local or school library?
  - Where is it?
  - What is its design based on?
  - What material is it built from?
  - How has the library changed during those 50 years (e.g. changes from a card catalogue to a digital online catalogue)?

### Class Activity

- Create a poster about the National Library showing the following:
  - what it looks like
  - where it is
  - what it collects (books, magazines, pictures, realia, manuscripts, websites, etc.)
  - how you can find out what the library holds.

**Content description:** Sequence familiar objects and events (ACHASSI037—Scoutle)

### Elaboration

- ordering key events in the history of the local community or in its development (for example, the history of the school; developmental stages of telecommunications technologies)

### Discussion/Inquiry Question

- *Midnight at the Library* traces the history of the golden book and the importance of libraries as places where our history and culture are preserved. Discuss the history of your local library. When was it built? Who does it serve? Who can visit it? What other significant public buildings exist in your area?

### Class Activity

- Create a timeline, showing the development of your area, and listing when significant buildings were erected and significant events took place.

**Content description:** The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044—Scoutle)

### Elaborations

- using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community

- suggesting reasons for the location of a local landmark (for example, community building, landmark or war memorial) before searching for resources that provide an explanation
- investigating the history of a chosen person, building, site or landmark in the local community using sources (for example, books, newspapers, oral histories, audiovisual material, digital sources, letters, photographs) and relating a story which these reveal about the past

### Discussion/Inquiry Question

- *Midnight at the Library* explores the history of the golden book. Discuss the history of your area.
- Do further research on your local library or school, finding out as much as you can about:
  - when it was built
  - why it was built
  - who opened it
  - how it has changed over the years
  - who worked in or visited it
  - what it has contributed to the history of your area.

### Class Activities

- Create a piece of writing or art that pays homage to your local library or school. For example:
  - Write:
    - an ode
    - a memoir
    - a poem
    - an account of interviews with people connected to the building
    - a short history of the building.
  - Create:
    - a model
    - a floorplan
    - a documentary
    - a collage.

**Content description:** The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045—Scootle)

### Elaboration

- discussing why a particular site has heritage significance/cultural value for present generations (for example, it provides a record of a significant historical event, has aesthetic value, reflects the community's identity)

### Discussion/Inquiry Question

- *Midnight at the Library* explores how books can become a part of history as well as telling us much about our past—including about how people think, live and survive. Discuss how books, newspapers, magazines, etc., can help us find out about the past and about important places that are a part of our heritage.

### Class Activity

- Identify an important heritage site in your suburb/town/city. Research the following:
  - what it is
  - how and why it was created
  - what happened there
  - why it is an important part of your heritage/history.
- Use the following research tools:
  - the National Library's Trove website ([www.trove.nla.gov.au](http://www.trove.nla.gov.au))
  - local newspapers and magazines
  - memoirs
  - interviews with people connected to the site, etc.
- Present your findings as either a documentary, a play or a wall chart.

**Content description:** How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046—Scoutle)

### Elaboration

- examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example, changes to land, air and sea transport; the move from wood-fired stoves to gas/electrical appliances; the introduction of transistors, television, FM radio and digital technologies; how people shopped and what they liked to buy, changes in the nature of waste and how waste is managed)

### Discussion/Inquiry Questions

- The information section at the back of *Midnight at the Library* looks at a variety of types of books held in the National Library of Australia. Discuss how the way books are made has changed with developments in technology, moving from scrolls, illuminated manuscripts and printed books, to digitally produced books, including ebooks.
- Discuss how libraries have changed to reflect these developments in technology.

### Class Activities

- Interview your parents or grandparents about what libraries were like when they were children. Ask them:
  - Where was their nearest library?
  - How did they travel to the library?
  - How did they look up the catalogue to find out what books were available?
  - How did they have to behave in the library?
  - What could they borrow?
  - How long could they keep it for?
  - What sorts of things did they borrow from the library?
  - What were their favourite books?
- Make a chart comparing what libraries were like when your parents/grandparents were children and what they are like now.

## Concluding Activities

These activities are closely linked to the F-3 English and HASS Curriculum links mentioned above.

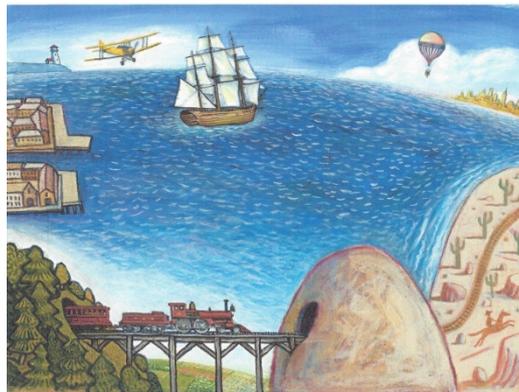
## Creative Responses

- **Create a book**
  - Examine *Midnight at the Library* and identify the structure of the book: front cover, endpapers, dedication, imprint, title page, text and illustrations, end matter, endpapers, back cover. Discuss the purpose of each element.
  - Create a book including all these elements.
  - Pick one of the artistic styles used by Ron Brooks to illustrate your book (surrealism, modernism, impressionism, realism, collage, photography).
- **Create another artform**
  - Create another artform based on this book. It could be a musical or dramatic performance celebrating the favourite books of the class, or presenting episodes or incidents from classic children's books.
  - Storytelling can be conveyed in many ways, not just books. Pick a famous book (e.g. *Harry Potter*) and try to find as many versions of it in different artforms and formats as you can (e.g. books, films, songs, artwork, computer games, board games, toys, etc.). Discuss the different ways in which it has been portrayed and adapted.

## Research Tasks

- **Reading materials**
  - Make a list of as many different books for children as you can think of (e.g. novels, picture books, picture storybooks, chapter books, board books, lift-the-flap books, engineered books, comics, activity books, joke books, poetry books, ebooks, etc.).
  - Make a list of as many things as you can that people read other than books that tell a story (e.g. recipe books, joke books, magazines, atlases, telephone books, newspapers, catalogues, dictionaries, travel brochures, calendars, etc.).
  - Find examples of these books in your school or local library.
- **Artistic styles**
  - Find out more about one of the artistic styles referenced in Ron Brooks' illustrations (surrealism, illuminated manuscripts, modernism, realism, impressionism, fauvism, collage, photography, symbolism).
  - Create your own images based on the style of art you have researched. Use them to illustrate a book that celebrates one of your favourite books.
- **Architectural elements**
  - Identify and discuss the architectural elements that feature in Ron Brooks' illustrations (e.g. arches, stairways, domes, columns, colonnades, arched windows, roofs, etc.) and their component shapes.
  - Create or design a library using some of the elements identified.
- **National libraries**
  - Research the design of the National Library of Australia. What are the architectural influences on its design?
  - Choose a number of countries and research the architecture of their national libraries. How do they differ from Australia's National Library building?

- **Creating books**
  - Research the history of book-making by examining some of the books featured in the information section at the back of *Midnight at the Library*. This could include illuminated manuscripts, the introduction of the printing press, chapbooks for children, the modern full-colour picture book, etc.
- **Transport**
  - In *Midnight at the Library*, the golden book travels in many ways across the world. Explore the different types of transport shown in Ron Brooks' illustration. What eras do they represent? How are books transported around the world today?
  - Create a timeline showing when the various types of transport were invented.



## Further Reading

- **Books**
  - Ursula Dubosarsky:
    - Honey and Bear*, illustrated by Ron Brooks (Puffin)
    - The Terrible Plop*, illustrated by Andrew Joyner (Penguin)
    - Too Many Elephants*, illustrated by Andrew Joyner (Penguin)
    - The Word Spy*, illustrated by Tohby Riddle (Penguin)
    - The Return of the Word Spy*, illustrated by Tohby Riddle (Penguin)
  - Ron Brooks:
    - The Bunyip of Berkeley's Creek*, written by Jenny Wagner (Penguin)
    - John Brown, Rose and the Midnight Cat*, written by Jenny Wagner (Penguin)
    - Old Pig*, written by Margaret Wild (Allen & Unwin)
    - Fox*, written by Margaret Wild (Allen & Unwin)
  - Frances Watts and David Legge, *Parsley Rabbit's Book about Books* (ABC Books)
  - Tania McCartney, *Australian Story: An Illustrated Timeline* (NLA Publishing)
  - Stephanie Owen Reeder, Heritage Heroes Series (NLA Publishing):
    - Lost! A True Tale from the Bush*
    - Amazing Grace: An Adventure at Sea*
    - Lennie the Legend: Solo to Sydney by Pony*
    - Marvellous Miss May, Queen of the Circus*
- **Websites**
  - National Library of Australia ([nla.gov.au](http://nla.gov.au))
  - National Library of Australia catalogue ([catalogue.nla.gov.au](http://catalogue.nla.gov.au))
  - Trove ([trove.nla.gov.au](http://trove.nla.gov.au))