

Title of Unit The Other Side of Truth – Beverley Naidoo			
Year 9	Term	Duration 7 weeks	
<p>Objectives</p> <p>Reading for meaning:</p> <p>5. Evaluate their own critical writing about texts;</p> <p>6. comment on the authorial perspectives offered in texts on individuals, community and society in texts from different cultures;</p> <p>Study of literary texts:</p> <p>16. analyse ways in which different cultural contexts and traditions have influenced language and style..</p> <p>18. discuss a substantial prose text, sharing perceptions, negotiating common reading and accounting for differences of view</p> <p>Writing</p> <p>Word and sentence Level</p>			
Teaching Sequence			
Lesson Content/Activities		Resources	
<p>Cassette of text can be used in place of reading as a class for some sections. Summaries of text also included in pack.</p> <p>Week One:</p> <p>Introduction To Themes and Novel</p> <p>Display banners of Papa’s and Mama’s words on wall. Students read these with little teacher input.</p> <p>In pairs students create character profiles of Mama and Papa using writing frame displayed on OHT</p> <p>Feedback and display on wall to be returned to later on for additions/amendments.</p> <p>Group analysis of two covers of novel. Teacher modeling of questions to be asked about a book, groups report back to class. (Extended writing could be set as H/W)</p>		<p>Banners of Sayings <i>(Included)</i></p> <p>OHT: character profile writing frame.</p> <p>Two covers of novel Analysis Activity guidelines Discussion points grid Sentence Starters <i>(Included)</i></p>	

<p>Read Foreword by Jon Snow as a plenary session.</p> <p>Use OHT of opening passage of Phillip Pullman trilogy teacher models what to look for in a text and how to annotate (see teachers guidelines for these activities) Listen to tape of opening of TOST and take feedback or read Chapter 1: '<i>Sade is slipping ... later, it will seem.</i> Shared reading of passage to highlight author's techniques in creating a dramatic beginning and her style. Group activity continue task: how the author began this novel. Introduce Tension, Dramatic effects and Tragedy</p> <p>Continue shared reading session focusing on author's language techniques: <i>e.g. Metaphoric language 'Scarlet monster..', use of Italics, use of sounds in the passage, use of simple sentences..</i></p> <p>Note: some caution here. There needs to be some preparatory work around loss of parents/war/violence. Knowledge of class essential.</p> <p>Introduce reading log: "What I have learned." Students make record of author's techniques and quotes to support ideas.</p> <p>Week 2: Leaving Read chapters 1-3. Display on board or OHT: 'A small bag and rucksack each' Use Activity Sheet "What would YOU take?" Students pack ten things and explain why they would take these.</p> <p>Discussion around leaving home, country, refugees Some background reading of historical context. <i>Suggested resource "We left because we had to" Refugees an issue for 21st century</i></p> <p>Continue reading to chapter 5 Each group allocated a character: Femi, Sade, Papa, Uncle Tunde. On sugar paper or blank OHT, students use strategies introduced in shared session to brainstorm ideas on thoughts/feelings/reactions of the characters to death/loss/change. Quotes essential though may need to be modeled.</p>	<p>Text marking activity (Included)</p> <p>OHT of Phillip Pullman opening</p> <p>Blown up opening of TOST for annotation (Included)</p> <p>Tape of Book</p> <p>Teachers notes (included)</p> <p>Activity Sheet "What would YOU take?" (Included)</p> <p>Information on Nigeria/historical context/Ken Saro- Wiwa. Countries where refugees come from. (Included) Refugees activity (samples Included)</p> <p>Quotes form Text</p> <p>Scaffolding for EAL essential.</p>
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<p>Groups feedback or posters displayed. Record responses in reading logs in plenary</p> <p>Week 3:</p> <p>Read ch6-8</p> <p>Shared reading session of passage of Sade's dreams in Ch 6: <i>'Sade pulled down the window shutter.....And Papa couldn't do anything, kneeling next to her, crying'</i> Aim: Authorial intentions and language used.</p> <p>Teacher models process for beginning of passage. Students continue for rest. Explicit modeling of reading strategies used to read text and identify authorial intention and implicit meaning: introduce strategies of visualizing, reading between lines and empathising.</p> <p>Pair plan writing task: What we learn about Sade in the opening chapters</p> <p>* Planning session led by teacher on OHT through shared writing. Remind class of quotation use in written piece</p> <p>Week 4: Arriving</p> <p>Reading chapters 9-12 Video of Krystal Autor talking about her experiences with Customs and Immigration in Jamaica and London.</p> <p>How did you feel after a bad experience? Pair list, discuss and feedback (need to ensure group feels safe for this activity) Re-read passage: <i>'Grabbing their rucksacks...Femi looked blank'</i> Students brainstorm Sade's and Femi's feelings as they wait in Victoria station. Drama activity. Class create scene at Victoria station. This needs to be carefully prepared and planned. Students could be given specific titles: e.g. <i>you are</i></p>	<p>Guidelines for students</p> <p>Writing frame/stimulus questions/guidelines</p> <p>Krystal's journey to England Activities sheet (included) (Scaffolding for early stage EAL learners needed for Q4)</p> <p>Activity sheet "How did you feel?"</p> <p>Role cards needed</p>
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<p><i>business woman on way from home, you are a mother with three kids...as well as main characters.</i> Teacher could also introduce sound effects/colours etc to create a busy and strange atmosphere of station. Try to create dramatic effect by introducing characters in stages. All should mime/freeze apart from main characters who speak when signaled by teacher. Hot seating activity of two main characters. Pairs plan questions first (some input on types of questions to ask may be needed). G+T students could be chosen to be hot seated as main characters. Hot seating activity.</p> <p>Writing task: Write an empathetic piece describing one of the characters' feelings that day. (diary, letter, poem).</p> <p>Week 5:</p> <p>Reading 12- 19 Reading log activities. Speaking and listening activities based on characters' feelings and authorial intentions around the chapters.</p> <p>Poem '<i>I come from Zaire</i>' students in groups re-order poem and choose a title for it.</p> <p>Discussion and background work on foster parents, children in care.</p> <p>Bullying: Students given out situation cards with bullying incidents Groups discuss incidents and advice they should give/actions to take</p> <p>Whole class discussions and introduction to issues surrounding bullying in schools.</p> <p>Read ch 20-26 Re-read or offer summary of ch 23 Drama activity: Teacher asks the pupils to sculpt the characters into the positions that they might find these characters in. (3 students need to be Marcia, Sade and Donna) pg</p>	<p>(Guidelines needed and scaffolding for early stage EAL learners)</p> <p>Copies of '<i>I come from Zaire</i>' cut into sections (poem included)</p> <p>Resources needed</p> <p>Bullying incidents on cards</p> <p>Guidelines needed</p>
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115-116 .

Teacher then holds a blank piece of paper up in various positions within the scene while she asks the pupils what they think would be on the piece of paper. *E.g. what would be on the piece of paper if it was in Sade's hand? What about if it was in Marcia's pocket?...*

In pairs then students are asked to create a text that could appear in any place in the scene.

Once the students complete the written piece, the teacher asks the students to create sculpture again and asks the students one by one to place one copy of their text where they think it would be found in the scene. Once all are placed, the sculptured characters come to life and turn to or look at piece of text. The student who wrote piece of text then stands up and reads out loud passage while sculptured character is in freeze situation.

Reading log: ask students to record their experiences of lesson and what they learned about the characters.

Week 6

Reading ch 27- 35

Read Mariam's Story Chapter 27. Brainstorm first feelings/reactions. In pairs discuss the story –see activity sheet, Activity 2 could be used as an extension activity or as part of Citizenship/PSHE and become part of class/school induction procedure.

Groups/pairs choose a line from the story as a striking line and write a poem using this line. Early stage EAL learners can write in first language.

Students perform poems

Reading log

Read Chapter 32. In groups prepare an item for a news programme - Making News. Students may need teacher guidance and whole class preparation. Also time limit for item. They need to prepare a plan on

Activity sheet *(Included)*

Summary of story for sequencing as prompt for activity

<p>paper</p> <p>Week 7</p> <p>Reading 36-end</p> <p>Reading log of final thoughts.</p> <p>Three students should sculpture final scene with Papa, Sade and Femi. After re-reading final passage. The pupils should agree the position of the narrator, and discuss possibilities and reasons.</p> <p>The same process is then applied for position of author and reader.</p> <p>Teacher leads discussion on author's role vs. that of narrator and reader.</p> <p>Introduce authorial intentions and cultural perspectives offered in this text.</p> <p>Shared writing session of essay task:</p> <p>Discuss the presentation of Sade and Femi in the novel OR Naidoo's style and techniques...</p> <p>Alternative and differentiated task could include: Femi's diary entry Jon Snow's article based on the children's story Grace's letters Sade's letters to her mother/grandmother Naidoo's short story based on Miriam's family (teaching should here be focused on author's language techniques)</p> <p>Shared writing could be followed by guided writing.</p> <p>Preparation for Interviewing Author. At workshop with author students note down responses</p>	<p>Writing frames</p> <p>(Brainstorm of author's techniques)</p> <p>Guidelines to structure writing/writing frame</p> <p>Sample interview questions <i>(included)</i></p>
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