**Lesson Plan**

Teacher: Jacinta Kyratzoulis-Foulds Lesson Duration: 90 minutes

Subject: Year 10 English Extension No. Students 25

Lesson: Term: 3 Week: 2 Tuesday

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Objectives

1. Complete prologue table as a class
2. Students to begin reading
3. Students to start table task

Prior Knowledge:

Students have a sound knowledge of the prologue and how to complete a mind map.

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Part 1. 5 minutes

Starter -

Welcome class and take the roll.

Discuss the aims for today:

1. Complete an activity as a class
2. Introduce you to your task
3. Begin reading

Before we start today I get students to fill out their consent forms for Australia. These need to be returned, signed in Fridays lesson.

Part 2. 30-40 minutes

Teacher led discussion:

Last lesson we created a mind map for the Prologue. Today we will be looking at chapter one and filling out a chapter analysis table. Students need to pay attention because this is what we will be doing for the assignment. I give students 10 minutes to read chapter one, they will need to make notes of anything for narrative structure, characterisation, setting, symbol and theme.

After the 10 minutes, we come together as a class and fill out the table together.

**Narrative structure:**

Q: what is this section?

* Isn’t a hook – but it is establishing the story
* How does it do that?
	+ Establishes relationships

Q: what events happen?

* Hartley and Alice travel through Chinatown to pick up Mitsy
* Wander the town
* Children saw a movie – Hart and Mitsy showed each other affection
	+ We as a readers are curious to know what happens with their friendship – what will it be?

Q: how is the reader left feeling?

* Hopeful for hart and his feelings towards Mitsy
* Feel inspired but not elevated
* No downfalls to the chapter – it is still establishing the story

**Characterisation**

Who are we introduced to in this chapter?

* Zeke
	+ Diver on Board Ida Penrose
	+ Mitsy’s Father
	+ Q: how is he described?
		- tan
		- fit
		- slim
		- scars from being on many shipwrecks
		- shows that the work is hard and dangerous
* Sadoko
	+ Mitsy’s Mother
	+ Dressed in a Kimono
	+ Small, slightly rounded and mostly silent
	+ Charming in a ‘reckless knockabout way’ ‘ten years older than alice’
* Mitsy
	+ Daughter of Japanese diver
	+ Best friends with Alice
* Spoken in first person and narrated by Hart

**Setting**

* Hart’s family and Ida are more dominant in this section
* Sennosuke’s have little say – class balance is different
	+ Hart’s family is rich and white – living in a nice house with a big garden
	+ Mitsy’s family living in poverty, tiny apartment
* Mitsys home interior is tiny – only one room and it has been halved to be able to accommodate everyone
* Hart’s house is big, rich and elegant

**Symbol**

* What are some of the symbols present?
	+ Ida
		- Doesn’t feel comfortable with her children socializing with Mitsy on the other side of town or helping a Drunk Aboriginal
		- Uncomfortable with different cultures
		- Not accepting of different cultures
		- What is this show? The divide in Australian Culture at the time.

**Stylistic Choice**

* Descriptive writing
	+ Introducing and setting the scene
	+ Getting the information that we as readers need to understand the story
	+ Revealing the scenery of Chinatown and the apartments
* Everyday language
	+ Minimal to no swearing
	+ Barely any slang
	+ Language inclusive towards the reader

**Themes**

* What overarching theme can we get from this chapter?
	+ Love and Relationships
		- Family: Tension between Ida, children and Mitsy
		- Romance: Will Hart and Mitsy fall in love? Will this develop into something more than a crush?
			* How do we feel about Hart’s feelings?
		- Reader is sympathetic and attached to Hart and his love for Mitsy
		- We want them to be together.

Part 3. 10 minutes

Assignment

Now that we have all completed the table I advise students about their assignment.

Task: All students will need to read The Divine Wind. They will need to read at home. Each student will be given a chapter. Students will need to analyse their set chapter as per the chapter table. They will need to fill this out in a sentence format (2 -3 sentences per idea plus examples [evidence]). This will need to be done for homework. At the end we will collate each of the tables so we have a full analysis of the novel. Students will receive class time for this but also will need to complete for homework. This is due at the end of the lesson on Tuesday.

After describing the task I will now allocate chapters to students.

Now student’s understand the task, they need to begin reading and taking notes.

Part 4. 45 minutes

Student individual work

Students are to now spend the rest of the lesson quietly reading and working on their task.