

Rationale	Lesson
<p>Belonging is a perception shaped by contexts. The animation hooks students into the concept. To assist students to select related texts students will explore perceptions of belonging in a variety of texts.</p>	<p>"The Lost Thing" animation (Shaun Tan) Introducing the Area of Study and the concept of belonging. Explore the animation through viewing and discussion. Worksheet with definition of marginalisation and questions on both the narrative and the visuals features of the animation.</p> <p style="text-align: right;">Worksheet 1 attached.</p>
<p>Students will be required to respond to examination questions on Belonging. These questions will be used later for summaries and revision. Students also need to find a related text for their assessment task.</p>	<p>Syllabus and examination rubrics Read Syllabus information and generate general questions from the rubric. Introduce assessment task: writing back to a related text.</p> <p style="text-align: right;">Assessment task attached.</p>
<p>Students need to 'see' the end product. This can also be achieved by showing them the paper. The task gives students a reason to look closely at the structure of the essays.</p>	<p>Deconstructing Essays Working in teams. Give each team an essay. Students read essay and identify thesis, main points in the argument, features of texts, technical language, evidence used and explanations. Collate into a table.</p>
<p>A close and personal engagement with the set text prepares students to go beyond the set text in understanding perceptions of belonging. By setting their own questions students are more personally engaged with the text.</p>	<p>Introduce the set text: <u>The Joy Luck Club</u> by Amy Tan. Explain the organisation of the text. Consider how stories of migration might present different perspectives on belonging. Also consider how this text might be similar to and different from Australian stories of migration. Brainstorm questions about perceptions of belonging that might be asked of this text using Question Starts Thinking Routine (from Visible Thinking website).</p> <p>Homework Task in holidays: read the text and respond to ten questions, chosen by the student. Students are encouraged to go beyond the questions brainstormed in class and write their own, appropriate to their reading of the text. Students write a well structured paragraph responding to each question.</p> <p style="text-align: right;">Homework task attached</p>
<p>This takes place after students' first reading of the set text and allows students to test their thinking about Belonging in the set text against ideas from other students, as well as organising their initial thoughts about the concept.</p>	<p>Bridging Snapshots. Step 1 - Working in teams students write snapshots of perceptions of belonging in <u>The Joy Luck Club</u>. These can be statements or quotes. Rotate members of teams every few minutes. Aim to complete all of the boxes on the sheet. Step 2- Now consider the ideas in the boxes and look for connections between them. Join boxes using connecting lines and in <i>as few words as possible</i> write the connection on the connecting lines. Step 3- Transfer the rough notes to a fishbone graphic organiser. The 'connections' are written on the main wings, the details on the veins. Step 4 - Write a page on perceptions of belonging in <u>The Joy Luck Club</u>.</p> <p style="text-align: right;">Instructions attached</p>

<p>This lesson is about generating a set of notes on the set text and making connections to another text. The Thinking Routine helps students make connections between new ideas and prior knowledge. It also encourages them to take stock of ongoing questions, puzzles and difficulties as they reflect on what they are learning.</p>	<p><u>Connect/ Extend /Challenge</u> (Another Thinking Routine from Visible Thinking) Working alone students respond to the three questions on sticky notes; one per question. Connect: How is "The Lost Thing" connected to <u>The Joy Luck Club</u>? Extend: How does <u>The Joy Luck Club</u> extend your thinking about perceptions of Belonging? Challenge: What are the challenges in reading and studying <u>The Joy Luck Club</u>?</p> <p>Students share Connect in teams for three minutes and then, on their own, write 250 words on the connect question. This is repeated with each of the other two questions. During sharing students are asked to challenge their team with "What did you see in the text that makes you believe that?"</p>
<p>The two main focus areas for my unit on Belonging are Place and Identity. I chose these areas because they are both significantly explored in <u>The Joy Luck Club</u>. In the next sequence of lessons we explore belonging and place in related texts, through imaginative writing and in the set text. <i>One Night the Moon</i> could be used as a related text.</p>	<p>Belonging and Place Read through notes on worksheet 'Belonging and Place'. Introduce the perception of belonging to a place and the ways this shapes our identity. Consider the things that might influence our relationship with a place. Identify contexts, particularly cultural, that influence our perceptions of belonging to place. View video clip from <i>One Night the Moon</i> of 'This Land is Mine/This Land is Me'. Annotate the script, noting perspectives on belonging and place. Work in pairs to answer questions on the text (from the worksheet) and share with teams. Students write a summary on perceptions of belonging and the relationship between belonging and place in "This Land is Mine/This Land is Me". Worksheet 2 attached</p>
<p>This lesson builds students skills in writing back to a text and generates ideas for their own writing. From the syllabus: <i>Students' responses to texts are supported by their own composition of, and experimentation with, imaginative and other texts.</i></p>	<p>Imaginative Writing on Belonging and Place Using a worksheet of images and quotes "This Land is Mine/This Land is Me" and "Mending Wall" by Robert Frost. Begin with the guided writing on Imagining a Wall and then do Six Senses free writing on the fence image. Set imaginative writing for HW: Compose an imaginative piece that explores the challenges of belonging and not belonging. Worksheet 3 attached</p>
<p>Students' understanding of the narrative in <u>The Joy Luck Club</u> is enriched by their awareness of the relationship between the features of the text and the composer's intention and intended audience.</p>	<p>Belonging and place in <u>The Joy Luck Club</u> Define intended audience and purpose. Make notes on intended audience and purpose of "This Land is Mine/This Land is Me" and "The Lost Thing". Discuss and make notes about the signals in the text which indicate intended audience and purpose (or writer's intention).</p>

<p>Tan's intended audience appears to be others like herself: the children of immigrants. She explores the difficult relationships both parents and children have with ideas about 'home', cultural heritage and there is much that is autobiographical in the novel.</p>	<p>Summarise Any Tan's context. Team Task: Who is Amy Tan's intended audience? Match to features and quotes from the novel. Use "What do you see in the text that makes you believe that?" Team Task: What is the purpose of her novel? Match to features and quotes from the novel. Use "What do you see in the text that makes you believe that?"</p> <p style="text-align: right;">Visible thinking Routine</p>
<p>Following the principle of students moving into and out of the text, these tasks provide students with a purpose for close and critical engagement with specific features of the text. I encourage students to repeat this exercise on their own, using a different chapter, as part of their independent close engagement and 'study' of the text.</p>	<p>Relationship between Belonging and Place in <u>The Joy Luck Club</u> Allocate chapters from the novel to pairs of students. Students need to identify the relationship between connection to place or displacement represented in the chapter allocated. They must then select a short passage (3-5 sentences) that conveys this relationship or explores some aspect of this relationship.</p> <p>The passage is written into the centre of an A3 sheet. Include title of chapter, character and a brief summary of the chapter. Students analyse the passage using language analysis. Insist on technical language and explanation of key words.</p> <p>They then write one well constructed paragraph explaining the relationship between connection (or not) to place and perceptions of belonging and a second paragraph connecting this chapter/passage/idea to another chapter in the text.</p>
<p>This task provides students with some close engagement with the characters in the novel and supports them in remembering the relationships between mothers and daughters and the structure of the novel. They will also learn ways of thinking about texts that can then be applied to related texts for their assessment writing task.</p>	<p>Step Inside - <u>Perceive, Know about, Care About</u> (Visible Thinking Routine) Working in new pairs, allocate each pair a character. Students must answer each question from the point of view of the character (in role). They have 6 minutes to respond to each question. Students must add: "What do you see in the text that makes you believe that?" <i>What is this character's perception of the relationship between belonging and place?</i> <i>What does this character know about the significance of place in the perception of belonging?</i> <i>What does this character most care about?</i> Match mothers to daughters. Working in pairs, in role, share their responses to the questions. Write 2 well constructed paragraphs on the things they discovered through this task about the relationships between the mother's and daughters and their different perceptions on belonging.</p>
<p>The writing task combines preparation for the writing section of the examination and close engagement with related texts in preparation for section 3 of the exam. It gives students starting points for writing about belonging and builds their knowledge of techniques</p>	<p>Assessment information Unpack the concept of "writing back" to the text, drawing on earlier writing tasks and last lesson on characters in <u>The Joy Luck Club</u>. Devise a 5 step plan (5 weeks to work on task) with the class to complete this assessment task. Issue short list of related texts. Encourage students to seek their own through conversations with families, friends and support staff.</p>

used in texts to represent perceptions of belonging.	
I am modelling the selection and analysis of related texts using <u>The Arrival</u> . It is a substantial related text students may use for their assessment and extended response on Belonging.	<p><u>The Arrival</u> by Shaun Tan</p> <p>This graphic novel about the migrant experience is a fascinating reading experience and Tan's ability to engage the reader in the narrative as both observer and participant offers unique insights into the changing perceptions of belonging in this context.</p> <p>Begin by brainstorming the title, particularly the definite article 'the' and the tone of the title. Define features of the text: graphic novel, sepia tones, use of vectors, size and shape, framing, film montage layout, visual metaphors, symbolic images and motifs, "photorealistic", narrative structure in chapters. Refer to examples in the text.</p>
Students will only have access to this text in class. They need to make detailed notes for later.	<p>Reading the text</p> <p><u>The Arrival</u> takes some time to read. Read with the students eliciting the story from the students. Encourage students to make notes during this process using 'double entry notes' with the story on the left and the techniques and examples on the right.</p> <p style="text-align: right;">Worksheet 4 attached</p>
Students don't need many examples and evidence from related texts- they need good examples. This task allows students to practice using related texts in an essay.	<p>Exploring the Features</p> <p>Use Numbered Heads Together to collate "big ideas" about the relationship between belonging and connection to Place, Community and Family in the <u>The Joy Luck Club</u></p> <p>Divide class into teams and give each team a feature of The Arrival to analyse. (Listed above). Each team must:</p> <ol style="list-style-type: none"> 1. Select one of the statements from NHT task. 2. Describe the feature. 3. Deconstruct one example. 4. Write a well constructed paragraph using STEAL on this feature, explaining how the allocated feature conveys the idea selected. 5. Complete a 'cheat sheet' for the rest of the class.
The assessment task asks students to 'write back' to a related text. This task models ways to 'write back', practising skills for both the assessment task and the exam.	<p><u>Step Inside</u> (Visible Thinking Routine)</p> <p>Divide class into pairs. Pairs are allocated a frame/page and work through Step Inside questions:</p> <ol style="list-style-type: none"> 1. What can the person or thing <i>perceive</i>? 2. What might the person or thing <i>know about or believe</i>? 3. What might the person or thing <i>care about</i>? <p>HW Students compose an imaginative piece based on this 'moment in time'.</p>
This lesson practices making connections between the related texts and the core texts, writing part of their exam essay and developing their own thesis statements on belonging.	<p><u>Connecting The Arrival to The Joy Luck Club</u></p> <p>Each team selects or is allocated one of the 'big ideas' or thesis statements about belonging (see NHT in 'Exploring the features').</p> <p>Teams identify and make dot point notes, a mind map or a Venn diagram showing how the 'big idea' is conveyed by the features of the two texts. Display in classroom.</p> <p>HW Students write a mini essay on the big idea they worked on, comparing how the 'big idea' is conveyed in the two texts.</p>

<p>I have used this story as another example of a related text. The length of the story makes it quite substantial as a related text and it is unusual. It is worth getting students to do the close reading at home because it takes a while in class.</p>	<p>Belonging and Identity Read through the worksheet on belonging and identity, exploring a short text to explore the relationship between belonging and identity. Issue "Sweet Pippit" by Margo Lanagan. Students read and annotate. (This could be done at home). Summarise: big ideas about belonging and identity in the story (use NHT together) Each team takes one big idea and identifies a feature of the text that conveys their 'big idea' and a suitable quote. Write one well constructed paragraph about the feature.</p> <p style="text-align: right;">Worksheet 5 attached</p>
<p>This is another opportunity for students to go back into <u>The Joy Luck Club</u>. Each time they do this, I try to make sure they are working on a different chapter.</p>	<p>Belonging and Identity in <u>The Joy Luck Club</u> Working in pairs, allocate each pair a chapter from <u>The Joy Luck Club</u>. Pairs identify a 'big idea' about belonging and identity conveyed in the chapter allocated. Pairs create a mind map beginning with the big idea and select three quotes and identify techniques/feature of the text. They focus on the relationship between identity and belonging conveyed and make notes on the mind map. Students write a well constructed extended PEE paragraph using the three quotes. (Collect these for feedback)</p>
<p>I have noticed students aren't very skilled at summarising the information they really need. This models how to summarise as well as letting me check their understanding of the AOS.</p>	<p><u>Summarising the AOS</u> Using questions from the rubric, review the AOS. Students write summaries responding to the questions.</p> <ol style="list-style-type: none"> 1. Belonging is a perception. Write a paragraph explaining this statement in your own words. 2. Perceptions are shaped within contexts. How has your perception of belonging been challenged by one of the texts? 3. How is the perception of belonging shaped by the cultural context of <u>The Joy Luck Club</u>? 4. Explain how the historical context of <u>the Joy Luck Club</u> influences the perspectives on Belonging offered in the text? 5. Explain how <u>The Arrival</u> represents the social context of a migrant's experience of belonging. 6. A sense of belonging can emerge from connections to places, people, groups, communities and the wider world. Describe the sense of belonging established in <u>The Arrival</u> from connections to people. 7. Choose a chapter in <u>The Joy Luck Club</u> and explain how a sense of belonging or not belonging emerges from a connection to place. 8. Explain how a sense of belonging or not belonging is conveyed through a connection to groups in the video clip and song "This Land is Mine". 9. How is the importance of a connection to community in having a strong sense of belonging reinforced by the features of "The Lost Thing"? 10. Evaluate the effectiveness of "The Arrival" in representing the migrant experience of belonging.

Worksheets and other resources. These are linked in the above document.

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Worksheet 1

The Lost Thing and Marginalisation

(adapted from worksheet by Zoe Tiernan)

What does it mean to belong to a place?

Marginalisation - the social process of becoming or being made marginal (especially as a group within the larger society).

Questions:

What has happened to the narrator at the end of the story?

Where is the story set?

Does the mood of the story change?

What attitudes do the different characters in the story have toward the Lost Thing?

When does the Lost Thing become a found thing? What makes this happen?

What do you think the moral of the story is?

Visual Literacy:

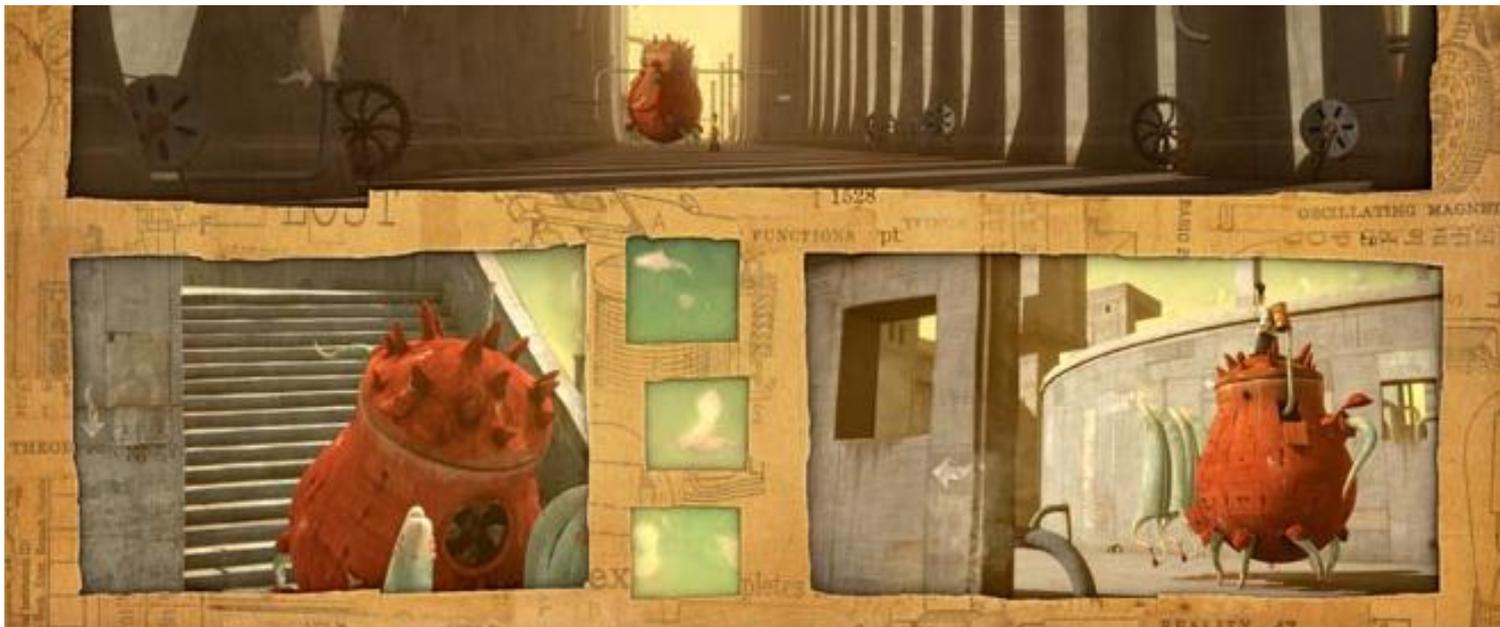
Describe the angles used in the following frames:

Where is your eye drawn to in the following frames?

Explain why you think this is?

What shapes are used for the place in which the Lost Thing is lost?

How does this contribute to our sense that the Lost Thing does not belong in this place?





Select one of the questions we brainstormed for belonging and apply it to "The Lost Thing". Write a well structured paragraph.

Assessment Task

Year 12 2012 English Assessment Task - Imaginative Writing

Area of Study - Belonging

Due:

Marks: 20 Weighting: 20%

Outcomes:

HA 1: A student explains and evaluates the effects of different contexts of responders and composers on texts.

HA 2: A student explains relationships among texts.

HA 2A: A student recognises different ways in which particular texts are valued.

HA 7: A student adapts and synthesises a range of textual features to explore and communicate information, ideas and values for a variety of purposes, audiences and contexts.

HA 11: A student draws upon the imagination to transform experience and ideas into texts demonstrating control of language.

Description of Task

You will write an extended imaginative piece of writing in response to a related text of your own choice. You will 'write back' to the text demonstrating understanding of the significant issues explored in the text and expressing your deep understanding of the perspectives represented in the text.

'Writing back' to a text is a feature of post-colonial and Diaspora writing in which the writer repositions the cultural values and assumptions of the text, from a new perspective. This can take a number of forms, such as retelling a multiple first story or and in the same form. story from the perspective of a marginal character, using person voices, writing to fill a 'gap' in the story, using the and structure of a story to tell a new story, parody of a scene from a story. You are not limited to these suggestions instance of a visual or multimedia related text may use the You must provide either the related text itself or a summary of the related in enough detail that we can see the way you are 'writing back' to the text.



Criteria

You will be assessed on how well you:

- Express your insight into the concept and the related text through your imaginative writing.
- Demonstrate understanding of the form, structure and language features of the related texts
- Show control of language appropriate to the form, structure and language features of the text you write.

Notes and guidance

Begin by choosing a related text that speaks to you in some way, that you respond to and enjoy. Make notes on the way perspectives on belonging are revealed through the content, purpose, context, form, structure and language features.

Brainstorm possible ways to 'write back' to the text using the suggestions above. Are there any 'gaps' in the text where someone's story is not told or something happens 'off stage'? Can you use the form, structure and language features of the text to tell another story? For example, writing a text using the graphic novel, 'The Arrival' as your inspiration, perhaps writing a similar story with an Aboriginal Australian as the main character? Can you rewrite a story using a different point of view (First, second or third person) that reveals something about your understanding of the story? Can you write a story of belonging using multiple perspectives and voices?

Remember that 80% of good imaginative writing work is in the thinking, planning, collecting and note-making that you do first. Work out a schedule for completing this task by the due date and be realistic about what you can achieve - you won't have time to write a novel.

Discuss your ideas with others - get feedback and support. Ask others that you trust to respond critically and thoughtfully to read drafts.

Do not hand in first draft work - it will seriously impact on your mark.

Be joyful in everything you do - it shows in your work and makes your teacher happy!

Homework Task 1

Task: Read The Joy Luck Club and choose TEN questions about belonging in relation to The Joy Luck Club to answer. Write a well structured paragraph on each question.

The questions are your choice. Things you want to ask about belonging in the novel, or that occur to you as you read. I have summarized our last few lessons investigating questions that you might consider. You can select from these or write your own.

A well structured paragraph has 5-6 sentences and uses PEAL. Refer to the lessons on writing PEE paragraphs and the videos on extended PEE paragraphs. You will be writing TEN paragraphs.

Notes

At the English Enrichment Day, Karen Yager argued that it was important you engage with the texts in a personal way.

She suggested that you consider both your assumptions and the composer's assumptions and that a central question to ask of any text is: *What does the text tell us about human experience?*

Other important questions she suggested are:

- How do you view belonging?
- What can you relate to in the texts?
- When and why don't you belong to?
- Why doesn't the character belong to ?
- What enables belonging?
- What are the barriers to belonging?
- What excludes you from the text?

In class we considered how to investigate belonging and your response in any text by brainstorming a bank of questions about belonging in The Joy Luck Club.

We used these stems:

- *Why...?*
- *How would it be different if... ?*
- *What are the reasons...?*
- *Suppose that...?*
- *What if...?*
- *What if we knew...?*

- *What is the purpose of...?*
- *What would change if...?*
- *When is?*

And we generated these questions:

- How do people feel they belong to The Joy Luck Club?
- What is the purpose of the characters having a place where they feel they belong?
- What would change if everyone told the truth in The Joy Luck Club?
- What has changed to make the character feel she doesn't belong in her own country? (Note depends on which character you are talking about)
- How does the writer change our view of belonging?
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Since we will also be analysing and evaluating a **range of related texts**, these are also useful questions to apply to other texts. In your reading, viewing and listening, over the holidays, note texts that might make a good related text (rich in ideas, meanings and techniques). Your assessment task in Term 1 will be on related texts. Make a point of noting:

- title and composer
- source
- initial response - why you thought "Oh that's about belonging! I could use that)"

Write it on a piece of paper and put it in your Treasure Chest!

Worksheet 2

Belonging and Place in "This Land is Mine"

One of the strongest connections that we experience is the idea of 'home', or belonging to place. While this sense of connection often has more to do with family, growing up, friends and familiarity it also achieves a deeper significance when we are away from "home" or displaced. How we 'belong' to the land has both a cultural and an historical context worth exploring. A sense of alienation can arise when we are in a strange place or a place that is not "home" in the way that where we were born or where we grew up is home.

In Australian texts, this sense of alienation is evident in the attitudes of Europeans to land as something that needs to be bounded, tamed and exploited - the land is a belonging. For indigenous peoples the land is a place of belonging, a place of personal identity.

The distinction between these two attitudes is made clear in the song: "This land is mine; this land is me", from the film *One Night the Moon*, by Kev Carmody and Paul Kelly. Structured like a dialogue, this song contrasts the white farmer's possessiveness of his farm with the aboriginal tracker's conception of the land. While the farmer is worried about

making the land productive, the tracker sees the whole landscape as part of his being. Both speakers share a fear of dispossession.

<http://aso.gov.au/titles/features/one-night-moon/clip2/#>

Task 1: As you view and listen to the song annotate the script. Underline or highlight anything to do with a sense of belonging or not belonging to make a set of notes on this idea in the song.

Script from the film and words of the song.

32. EXT THE BACK PADDOCK DAY

MUSIC: This Land Is Mine

The VOLUNTEERS form up in a rough semi-circle. The FATHER sensing ALBERT's gaze, turns his back on him to look out across the paddock. He finishes saddling his horse.

FATHER

This land is mine
All the way to the old fence line
Every break of day
I'm working hard just to make it pay

This land is mine
Yeah I signed on the dotted line
Camp fires on the creek bank
Bank breathing down my neck

They won't take it away
They won't take it away
They won't take it away from me

The FATHER mounts his horse.

33. EXT BACK FENCE DAY

Meanwhile ALBERT has been grabbing his swag and now walks off in the other direction.

ALBERT

This land is me
Rock, water, animal, tree
They are my song
My being's here where I belong

He looks back at the search party.

ALBERT

This land owns me
From generations past to infinity
We're all but woman and man
You only fear what you don't understand

34. EXT VERANDAH DAY

The MOTHER watches both men.

FATHER AND ALBERT

This land is mine
This land is me
This land is mine
This land owns me

ALBERT walks off down the road.

FATHER AND ALBERT

They won't take it away
They won't take it away
They won't take it away from me

The TRACKER looks back toward the house and sees the MOTHER at the window looking out at him.

35. EXT VERANDAH DAY

MUSIC: *This Land Is Mine ends*

The MOTHER shuts EMILY's bedroom window, closes the curtains and sits down on the bed.

END OF EXTRACT

One Night The Moon

Copyright 2001 MusicArtsDance films Pty Ltd

Writers: John Romeril and Rachel Perkins

Director: Rachel Perkins

Composers: Mairead Hannan, Kev Carmody and Paul Kelly

Task 2: Working with a partner, answer one of the following questions.

1. How does Kelly's interchanging use of the two voices affect the responder? How is this echoed in the instruments used in this song?
2. What does the title immediately reveal to the reader?
3. Notice that the title is repeated by both characters. What is the effect of this?

4. What is the tone adopted by the voice in the first two stanzas?
5. What is revealed by the farmer's references to his land? What effect did fences have on traditional use of the land?
6. What is ironic about the use of the word "old" in "the old fence line"?
7. What does the farmer mean when he says "I'm working hard just to make it pay"? What does this further reveal about how the white farmer uses the land?
8. To what does the farmer refer when he says "I signed on the dotted line"?
9. Examine the use of imagery in the next two lines: "Campfires on the creek bed / Bank breathing down my neck." What is the effect of Kelly juxtaposing these two lines?
10. What does the tracker's use of language reveal about his relationship with the land?
11. The 4th stanza is the only one beginning with a new line. Why do you think this is?
12. What is the effect of the final three lines of the song (note the repetition)?
13. Describe and explain three visual images that represent the white farmer's relationship with the land.
14. Describe and explain three different camera shots used to reinforce an idea in the song.
15. Describe and explain three images that represent the separation of the black tracker from the crowd and his alternative relationship with the land.
16. Describe and explain three ways the music reinforces the meaning of the lyrics.

Task 3: Write a summary explaining how the text (lyric, music and visuals) represents ideas about belonging and not belonging to the land.



Worksheet 3

Imaginative Writing AOS Belonging

"All the way to the old fence line"



'Before I built a wall I'd ask to know
What I was walling in or walling out'

Mending Wall Robert Frost



Worksheet 4

Belonging and related text: The Arrival

Concept: Connection to place and family creates a sense of belonging.

Learning objective

After first reading and discussion of the text, write a $\frac{1}{2}$ page response, considering the big ideas about belonging and the features of the text.

Resources

Copies of The Arrival, one per pair

Student Tasks

1. The key features of this text are:
 - graphic novel - a 'story' told through images
 - silent images - leaves spaces for interpretation
 - concept of 'strangers in a strange land'
 - challenges our comfortable reality
 - theme of immigrant experience

While reading The Arrival, especially for the first time, think about the ways this text explores similar issues about belonging and the immigrant experience to The Joy Luck Club and the different ways the composers represent their perspectives.

2. Write notes on your first impressions: brainstorm the title and cover. What is suggested by the title? What ideas about the story do you bring to the front cover? How are we positioned to 'read' the story from the front cover? (outsiders? invited in? emotionally or intellectually?) How might this text be about the 'big ideas' in Belonging?
3. Working with a partner, read the text, take your time and think about the story. The story has a prologue, 6 chapters and an epilogue structure. As you read give each chapter a 'title' that seems to suit the action of that chapter. Discuss these with the class.
4. Working with the whole class, discuss the 'big ideas' about belonging are conveyed in the story?
5. Write about your response to the story after this first reading. What are you thinking and feeling? What features of the story have made you think about these things or felt this way?

Numbered Heads Together

Note: This is a Kagan Cooperative Learning Structure (copyright owners Kagan and Kagan)

This is a team task. Begin by setting the task or question and giving students Think Time - time to think independently and without distractions on the topic or question.

Students then work as a team discussing their ideas. Everyone participates and everyone writes notes on what the other team mates are saying. (This is the heads Together part)

Then randomly select a student from each team to share with the class. It is important kids don't know who will be sharing until after they have put their heads together.

Worksheet 5

Belonging and Identity

Task 1

Write down 5 synonyms for 'identity'. Being your own person and not somebody else, having your own characteristics.

character, personality, self, uniqueness, identification, circumstances, distinctiveness, individuality, existence, experience, coherence, selfhood, name,

Explain the meaning of these words:

alienation

displacement

dislocation

isolation

exclusion

Are these words antonyms for identity?

Task 2

Short Story: "Sweet Pippet" by Margo Lanagan (from the collection Black Juice)

Annotate the story as you read.

Working with a partner:

Who are the characters in the story?

What has happened to them?

What did they set out to do?

Do they succeed? How is their goal achieved?

Explain the purpose of the story.

Task 3

Explain how the events, characters and resolution of "Sweet Pippet" challenge our assumptions about belonging.