



Analysing Characterisation,
Voice and Transformation
in Patrick Ness's
A Monster Calls
Unit of Work

(NSW English Stage 4 Syllabus
for the Australian curriculum)

Unit overview and lessons based
on exploring characterisation,
transformation and voice in
A Monster Calls by Patrick Ness

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Quiller

Analysing Characterisation, Voice
and Transformation in Patrick Ness's
A Monster Calls:
a student workbook

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Unit of work:	Analysing Characterisation, Voice and Transformation in Patrick Ness's <i>A Monster Calls</i>	Year: 7	Stage: 4
Duration:	6 weeks	Assessment:	Speech
Text types:	Spoken texts, reviews, novel	Language:	Text connectives
Concepts:	Characterisation, voice and transformation		
<p>Learning experiences: reading, writing, viewing, speaking, listening, representing, responding, creating</p> <p>Links to other learning areas: Creative Arts</p> <p>Other learning across the curriculum:</p> <ul style="list-style-type: none"> · Civics and citizenship · Difference and diversity <p>General capabilities:</p> <ul style="list-style-type: none"> • Literacy • Critical and creative thinking • Ethical behaviour • Personal and social competence 		<p>Other learning across the curriculum areas</p> <ul style="list-style-type: none"> • Difference and diversity 	

Essential Learning Goal	Overarching Questions	Key Learning Ideas
<p>To analyse how the author uses characterisation, voice and transformation to create a compelling story?</p>	<p>How does the author position the reader to empathise with characters and their situations? How do characters face their fears? How can we learn from characters in novels? How effectively does the author represent the voice of the characters? How do characters transform throughout the novel? What is the catalyst for transformation?</p>	<p>Features of effective storytelling Broadening student understanding of the world they live in Connecting storytelling to real life experiences.</p>

Links to NSW English K-10 Syllabus for the Australian Curriculum
Analysing Characterisation, Voice and Transformation in Patrick Ness's *A Monster Calls*: Stage 4

Objective A: communicate through speaking, listening, reading, writing, viewing and representing

Outcome	Knowledge, understanding & skills	Content descriptions
1. Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-1A	Engage personally with texts	<ul style="list-style-type: none"> • recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts • explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints • experiment with language forms and features to compose texts for pleasure and enjoyment
	Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> • apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733) • use increasingly sophisticated verbal, aural, visual and/or written techniques, e.g. imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure
	Respond to and compose texts	<ul style="list-style-type: none"> • respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure • recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)

Objective B: use language to shape and make meaning according to purpose, audience and context

Outcome	Knowledge, understanding & skills	Content descriptions
3. Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts EN4-3B	Engage personally with texts	<ul style="list-style-type: none"> engage with the language and structures of texts in meaningful, contextualised and authentic ways identify, discuss and reflect on the ideas and information in a range of texts
	Develop and apply contextual knowledge	<ul style="list-style-type: none"> use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1804, ACELY1808) recognise and use appropriate metalanguage in discussing a range of language forms, features and structures
	Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)

Objective B: use language to shape and make meaning according to purpose, audience and context

Outcome	Knowledge, understanding & skills	Content descriptions
4. Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence EN4-4B	Engage personally with texts	<ul style="list-style-type: none"> recognise and appreciate the ways a wide range of texts communicate by using effective language choices
	Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> combine visual and digital elements to create layers of meaning for serious, playful and humorous purposes
	Respond to and compose texts	<ul style="list-style-type: none"> plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1720, ACELY1731) creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences

Objective C: think in ways that are imaginative, creative, interpretive and critical

Outcome	Knowledge, understanding & skills	Content descriptions
5. Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-5C	Engage personally with texts	<ul style="list-style-type: none"> describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be experienced in responding to and composing texts
	Respond to and compose texts	<ul style="list-style-type: none"> critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts

Objective D: express themselves and their relationships with others and their world		
Outcome	Knowledge, understanding & skills	Content descriptions
7. Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it EN4-7D	Engage personally with texts	<ul style="list-style-type: none"> • explore and analyse the ways in which personal experiences and perspectives shape their responses to texts • draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts
	Develop and apply contextual knowledge	<ul style="list-style-type: none"> • explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts
	Respond to and compose texts	<ul style="list-style-type: none"> • respond to and compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it
Objective E: learn and reflect on their learning through their study of English		
Outcome	Knowledge, understanding & skills	Content descriptions
Outcome 9: uses, reflects on and assesses their individual and collaborative skills for learning EN4-9E	Engage personally with texts	<ul style="list-style-type: none"> • articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their individual and collaborative learning
	Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> • develop and use vocabulary for describing, analysing and reflecting on their learning experiences
	Respond to and compose texts	<ul style="list-style-type: none"> • identify, plan and prioritise stages of tasks, making use of organisational strategies, e.g. drawing up a schedule, monitoring progress and meeting deadlines

Content descriptions	Lesson Outline	Suitable for homework	Resources
<p>Outcome 1 recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts</p> <p>Outcome 3 identify, discuss and reflect on the ideas and information in a range of texts</p> <p>Outcome 7 explore and analyse the ways in which personal experiences and perspectives shape their responses to texts</p> <p>Outcome 9 develop and use vocabulary for describing, analysing and reflecting on their learning experiences</p>	<p>Facing fears</p> <p>Guidance</p> <ol style="list-style-type: none"> 1. Discuss the meaning and purpose of fears. 2. Explain, discuss or read notes from the worksheet about facing fears. 3. Ask students to complete the exercise below: <p>Exercise</p> <ol style="list-style-type: none"> 1. Write a list of your top five fears. Share these with a partner. 2. Choose one of your fears. How did this fear come about? Can you remember an incident that started this fear? Share this with a partner or write about it. 3. Represent this fear through drawing or a symbol. 4. With a partner talk about what your symbol means to you. Ask you partner what they see in your image. Can they relate to your fear? <p>Diversity of Learners To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:</p> <p>Extension</p> <ol style="list-style-type: none"> 1. If you could talk to your fear, what would you say to it? 2. With a partner, brainstorm ways you could overcome your fear. 3. Imagine you are your fear. Write to yourself by answering the following questions: 		Facing fears worksheet

	<p>a) What do you want to say?</p> <p>b) Why are you (this fear) in (your name)’s life?</p> <p>c) How can you (this fear) help to grow and learn?</p>		
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