



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

(Suitable for all state-based curriculums
for the Australian English Curriculum:
Year 7)

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

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

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

Analysing Characterisation, Voice and Transformation in Patrick Ness's A Monster Calls
Unit of Work
Links to Australian English Curriculum: Year 7

Language		
Sub-strands	Content descriptions	Elaborations
Language for interaction	Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)	<ul style="list-style-type: none"> defending points of view in reading circle discussions responding to points of view by developing and elaborating on others' responses building a knowledge base about words of evaluation, including words to express emotional responses to texts, judgment of characters and their actions, and appreciation of the aesthetic qualities of text
Text structure and organisation	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)	<ul style="list-style-type: none"> analysing the structure of media texts such as television news items and broadcasts and various types of newspaper and magazine articles writing structured paragraphs for use in a range of academic settings such as paragraph responses, reports and presentations
Expressing and developing ideas	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)	
Literature		
Sub-strands	Content descriptions	Elaborations
Literature & context	Identify and explore ideas and viewpoints about events, issues and	<ul style="list-style-type: none"> building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Aboriginal and Torres Strait Islander

	characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	peoples <ul style="list-style-type: none"> identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age
Responding to literature	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)	<ul style="list-style-type: none"> exploring concepts about the criteria for heroism and testing these criteria in a range of texts, including more complex ones where the hero may be flawed establishing forums for discussing the relative merits of fiction and film texts comparing personal viewpoints on texts and justifying responses in actual and virtual discussions
Responding to literature	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)	<ul style="list-style-type: none">
Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	<ul style="list-style-type: none"> analysing and explaining the structure and features of short stories discussing the purposes and appeal of different authorial choices for structure and language exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative analysing writers' depictions of challenges in texts, for example those faced by Aboriginal and Torres Strait Islander people discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose
Creating literature	Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)	<ul style="list-style-type: none"> experimenting with different narrative structures such as the epistolary form, flashback, multiple perspectives transforming familiar print narratives into short video or film narratives, drawing on knowledge of the type of text and possible adaptations necessary to a new mode drawing on literature and life experiences to create a poem, for example ballad, series of haiku

Literacy		
Sub-strands	Content descriptions	Elaborations
Interacting with others	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)	<ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, clarifying and rephrasing comments of others • choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, adapting language choices to meet the perceived audience needs, such as debating a topic with a team from another school, introducing a speaker at a school function • selecting voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement
Interacting with others	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)	<ul style="list-style-type: none"> • preparing a presentation combining print, visual and audio elements to explore and interpret ideas, drawing on knowledge and research about perspectives different from students' own
Creating texts	Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)	<ul style="list-style-type: none"> • compiling a portfolio of texts in a range of modes related to a particular concept, purpose or audience, for example a class anthology of poems or stories • using appropriate textual conventions, create scripts for interviews, presentations, advertisements and radio segments • writing and delivering presentations with specific rhetorical devices to engage an audience

ACARA, Australian Curriculum: English. Accessed Jan 10, 2018.

Content descriptions	Lesson Outline	Suitable for homework	Resources
<p>Literature: Literature & context Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)</p> <p>Literature: Responding to literature Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)</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 your 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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