This Unit was developed for Year 9 English students in Term 3 of the school year.

**Novel Study Unit:** *Parvana* by Deborah Ellis

In this unit, students read from a novel to study closely the ways characters are constructed. They read, listen to and view texts that build their understanding of the ways text structures and language features construct representations of characters in novels. They create a radio interview transcript to examine the characters and their relationships and how they allow the reader to see different perspectives on events and issues. Students also create and deliver a persuasive presentation to support or challenge a particular character’s actions in response to events and issues in the novel. Language conventions learning experiences may differ according to the individual needs of students and the class.

NB Each phase of the transformed Unit Plan aligns with Kalantzis and Cope’s reconceptualised *Learning By Design*pedagogical framework, and uses suggested knowledge processes in framing activities and experiences for students provided by New Learning Online (n.dc).

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| **Phase** | **Activity** | **Resources** |
| **Experiencing** | EXPERIENCING THE KNOWN* *Discuss* what students know about refugees and immigration
* *Discuss* reasons for people moving from and between countries; *define* ‘refugee’ and *connect* students’ knowledge to their prior understanding of this term
* *Explore* the idea of ‘persecution’ and ‘prejudice’ and make connections to students’ experiences of this
* *Discuss* students’ knowledge of the Taliban, Afghanistan and life under this regime; *view* ‘Life Under the Taliban’ (5.17min) and ‘Far from Freedom Chapter 1’ (8.15) documentaries; *describe* what life would be like for those in Afghanistan; *record* examples of hardships faced by people living in Afghanistan
 | * *Read* Australian Government Fact Sheet about Refugees from <http://www.immi.gov.au/media/fact-sheets/60refugee.htm>
* *Observe* the given statistics regarding current refugee numbers and the countries they come from
* *Explore* the United Nations’ policy for refugees from <http://www.unhcr.org/cgi-bin/texis/vtx/home>
* *View* documentary ‘Life Under the Taliban’ taken from <https://www.youtube.com/watch?v=b2WUcyZKSCM>
* *View* documentary ‘Far From Freedom Chapter 1’ taken from <https://www.youtube.com/watch?v=ei-fxtb5Wck>
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| EXPERIENCING THE NEW* Introduce the novel, *Parvana* and complete pre-reading exercises: *predict* the plot from the cover art and blurb; *listen to* the first chapter and *record* Parvana’s experience of life with her family in Afghanistan
* *View* the documentary ‘Beneath the Veil’; *record* the laws and restrictions set down by the Taliban that dictate what women can’t do and *predict* how this relates to *Parvana*
* *Explore* the War in Afghanistan and the Soviet-Afghan War to contextualise the living and economic conditions in Afghanistan
* *Read* the ‘Taliban’s War Against Women’ and *record* the mistreatment of women under the Taliban’s regime;
 | * *Listen to* Chapter 1 of *Parvana* (read by teacher, or available at <https://www.youtube.com/watch?v=i4A6h6X3q_E>)
* *Research* the Soviet-Afghan War and its lasting impact on Afghanistan
* *Read* ‘The Taliban’s War Against Women’ taken from <http://www.state.gov/j/drl/rls/6185.htm>
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| **Conceptualising** | CONCEPTUALISING BY NAMING* *Read* the novel, complete Chapter summaries
* *Record* and *define* key terms relative to the novel, including: chador, burqa, naan, Kabul, Dari, Pashtu
* *research* what life would have been like for Afghans before the Taliban; *compare* and *contrast* these experiences with those within the novel;
* *Research* Afghanistan and create a country profile, including population, economy, trade industries, political system, income per capita, relations with other countries, etc
* *Describe* the experiences of the characters in the chapter summaries; *compare* and *contrast* the lives of Parvana and her older sister Nooria.
 | * *Define* key terms and concepts in a glossary that students continually add to throughout their reading of the novel
* *Research* what life would have been like before the Taliban in Afghanistan
* *Research* Afghanistan statistics
* *Compare* and *contrast* character experiences in a Venn Diagram using an interactive graphic organiser from <http://www.readwritethink.org/files/resources/interactives/venn_diagrams/>
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| CONCEPTUALISING WITH THEORY* *Map* Afghanistan and the nation’s capital, Kabul; *observe* the countries that border Afghanistan
* *Clarify* students’ understanding of Parvana and her daily hardships through Character Analysis
* *Record* major events and *sort* relevant quotes from the novel onto a Fishbone Diagram
 | * *Map* Afghanistan and the capital, Kabul from <http://www.lib.utexas.edu/maps/middle_east_and_asia/txu-oclc-309296021-afghanistan_admin_2008.jpg>
* *Record* character traits in the Character Analysis outlined in <http://newlearningonline.com/learning-by-design/the-knowledge-processes/conceptualising-by-theorising>
* *Record* significant eventsand *sort* important quotes events onto a Fishbone Diagram: <http://www.classtools.net/education-games-php/fishbone>
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| **Analysing** | ANALYSING FUNCTIONALLY* *Evaluate* Parvana’s actions in the novel (three major events: Parvana cutting her hair; Parvana and Shauzia digging up bones and Parvana getting angry at her mother for leaving); *justify* her actions and provide an *explain* her motives
* *Create* a Flow Chart of Cause and Effect Map of the lead up to the event through a flow chart and story board the main event, *extrapolate* alternative outcomes to *justify* Parvana’s actions in the novel
* *Create* a story board providing key quotes from the characters involved;
* *Evaluate* the author’s message/purpose in writing the story of Parvana
 | * Examine key events in the novel – various extracts from the novel
* *Create* a Flow Chart:

<http://www.eduplace.com/graphicorganizer/pdf/flow.pdf> * *Create* a Cause and Effect Map:

<http://www.educationoasis.com/curriculum/GO/GO_pdf/causeeffect_chart.pdf> * Create a storyboard of the event at <https://www.storyboardthat.com/storyboard-creator>
* *Evaluate* the author’s point of view on the issues presented in the story, using the Story Star from <http://newlearningonline.com/learning-by-design/the-knowledge-processes/analysing>
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| ANALYSING CRITICALLY* *Evaluate* the accuracy of the issues presented in the novel by completing an Analytical Lens Framework
* *Critique* the novel in its representation of the situation in Afghanistan; *write* the critique using the Hamburger Diagram to ensure quotes are used as evidence from the novel
* *Debate* the actions of characters by *justifying* and *critiquing* the necessity of their actions and motives – two characters debate the same issue/event
 | * *Evaluate* issues using an Analytical Lens Framework: adapted from <http://newlearningonline.com/learning-by-design/the-knowledge-processes/analysing>
* *Critique* the representations of issues in the novel using the Hamburger Chart from <http://www.eduplace.com/graphicorganizer/pdf/sandwich.pdf>
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| **Applying** | APPLYING APPROPRIATELY* Draft a monologue from a character to *justify* their actions in relation to the *issues* in the novel, and *evaluate* other characters’ feelings, thoughts and actions; *synthesise* chosen characters motives across a range of events from the novel
 | * *Construct*  a character profile using one or more of the graphic organisers from <https://www.risd.k12.nm.us/assessment_evaluation/Character%20Analysis.pdf>
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| APPLYING CREATIVELY* Write a narrative intervention that changes to novel in a significant way at a chosen major event, but stays true to the characters’ representations, thoughts, feelings and motives
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| **ASSESSMENT** | Character Monologue* To justify the actions, thoughts, motives and feelings of a character within the novel by reflecting on the issues underpinning the novel and how these affect character relationships

Narrative Intervention* To explore alternative events that accurately represent the issues explored within the novel and which affect characters and their relationships
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