


Asia Scope and Sequence for English

Secondary Units of Work

Engaging young Australians with Asia



Published by Curriculum Corporation
PO Box 177
Carlton South 3053
Australia

Tel: 03 9207 9600
Fax: 03 9639 1616

Email: sales@curriculum.edu.au
Website: www.curriculum.edu.au

© Commonwealth of Australia 2006

This work is copyright. It may be reproduced in whole or in part for study or training purposes subject to the inclusion of an acknowledgment of the source and no commercial usage or sale. Reproduction for purposes other than those indicated above, requires the prior written permission from the Commonwealth. Requests and inquiries concerning reproduction and rights should be addressed to Commonwealth Copyright Administration, Attorney General's Department, Robert Garran Offices, National Circuit, Barton ACT 2600 or posted at <http://www.ag.gov.au/cca>.

Disclaimer

The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Science and Training.

Acknowledgement

This product was funded by the Australian Government Department of Education, Science and Training through the Asia Education Foundation under the Grants and Awards Programme.

Written by

Lucinda McKnight

Project Managers

Richard Laurie
Jill Wilson

The author would like to thank the following people for information and advice:

Asia Education Foundation

Kathe Kirby, Executive Director
Maureen Welch, Director
Allan Goedecke, Partnerships Manager

State and Territory Studies of Asia Advisers

Kratay Visituthasart, ACT
Lianne Singleton, NSW
Jennifer Ure, NT
Marcia Rouen, Qld
Lee Grafton, SA
Jan Kiernan, Tas
Pamela Stewart, WA

Table of Contents

These Units of Work are drawn from *Asia Scope and Sequence for English* which can be downloaded from the website: http://www.asiaeducation.edu.au/public_html/scope_sequence.htm.

Originally designed to be part of the Scope and Sequence document, they have been compiled in this format as well to assist the planning of teachers in secondary schools.

Level	Unit of Work
Lower Secondary	Beyond the River Art as a Bridge between Cultures Poetry into Performance
Middle Secondary	Our Region, Our Home Floating Lives (Film Festival) Japan Diary – My Double Journal ✓

Stage of Schooling: Middle Secondary

Learning Focus: Writing (*Asia Scope and Sequence for English*, p. 27)

Students write imaginative texts such as short stories, anecdotes, plays, poetry, personal letters and advertisements that deal with ideas and issues that link their own experiences with the experiences of individuals and groups in Asian contexts. They:

- develop texts that contain personal, social and cultural ideas and issues related to their own lives and communities and their views of their expanding world.

Students understand that as writers they aim to position readers through the choices they make about content and language, and that they can express views and values other than their own and move beyond cultural stereotypes and expectations. They:

- write a commentary identifying how subject matter, visual imagery and language are used by others to position readers and viewers.

Texts/Resources

Japan Diary (Curriculum Corporation, 2005)

Paper to create journals

Art materials for illustrating journals

Overview

Japan Diary is the story of an Australian girl's time in Japan, and a Japanese boy's time in Australia. A very engaging read for middle secondary students, this is a wonderful resource that explores two students' personal journeys and cultural discoveries. During this unit students themselves keep a reading journal, which is like the text itself: a journal based on one story that is then turned upside down and back to front to become a journal based on another story. *Japan Diary* is a very special book, imaginatively conceived and beautifully illustrated, and students are encouraged to make their own journals special too. Ultimately, however, the aim of the journals is to help students create a critical commentary on the text while reflecting on their own responses and changing views of the world.

Duration

This unit requires students to read the whole novella, and can be adapted according to the reading pace of any middle secondary class.

Activities

Introductory Activity: Upside Down

1. Ask students to close their eyes and put their heads down on their desks, then breathe quietly for a few moments.
2. When the room is quiet, ask them to think about a time in their lives when they have been turned upside down by something that has happened to them. Suggest some ideas, such as moving house, moving school, family changes, travel.
3. Ask students to think of some images from that time, such as things, places or people they remember very vividly.

4. Ask students to slowly open their eyes, raise their heads and stretch. Have students share their thoughts with the class, describing the images in detail.

5. Introduce *Japan Diary* as a novella about two young people whose lives are turned upside down through the experience of going on a student exchange to another country. Show them how the book can be turned around to tell the other story. Read aloud the first couple of paragraphs of Amelia's story, then the first couple of pages of Taro's story, showing the illustrations.

Activity One: Setting Up the Journal

1. Ask students to make and keep a journal while reading *Japan Diary*. Their journals should:

- work both ways, forwards and backwards, like the two sections of *Japan Diary*
- be carefully presented and illustrated, like *Japan Diary*
- comply with the journal guidelines (distribute Appendix One).

2. Discuss with students what they know about the role of paper, wrapping and books in Japanese culture. Students can conduct some Internet searches to find out more, and report their results to the class. They should take their findings into account when preparing their journals.

Activity Two: Completing the Journal

1. Students will require class and homework time to read the novella and complete their journals. They may have different approaches to keeping the journal. Some may wish to keep a rough journal that they then type up and present formally, while others will type their journal directly on to the computer. Others may wish to submit a handwritten journal.

2. Students should give regular oral progress reports to the class on how their reading and journals are progressing, and bring their journals to school to be checked. Some useful stimulus questions for the progress reports include:

- What was Taro/Amelia doing when you last finished reading?
- What illustration from the text springs to mind when you think about this? Why?
- How are you feeling about your next reading session? Why?
- If you found out today that you had been selected to go on a student exchange, which part of *Japan Diary* would you immediately think of?
- Are things getting better or worse for Taro/Amelia at the stage you are at in the novella?
- What's been your favourite part of *Japan Diary* so far?

Consolidation Activity: Sharing the Journals

1. When students have completed their journals, allow them some class time to browse through each other's journals and discuss their contents.

2. Conduct a class discussion on how students felt about the process of keeping their journals. Some questions for discussion include:

- How did keeping the journal enhance your reading?
- How did keeping the journal hinder your reading?
- Overall, how relevant to your own life and experiences did you find the text?
- How did your feelings about Japan and Australia change as you read and reflected?

Extension Activities

1. Prepare a display of students' journals in the library, together with a poster encouraging others to read *Japan Diary*.
2. Write an imaginary blog as an exchange student either in Australia or another country.
3. Write a letter to the principal explaining your point of view about exchanges; for example, whether they should be encouraged or limited, and why.
4. Interview a student who has been on an exchange and report back to the class on how her or his experiences compared with Amelia's or Taro's.
5. Have students read Kathryn Lomer's novel, *The Spare Room*, which explores the experiences of an older Japanese boy in Australia.

Assessment

Assessment is ongoing throughout this unit and based on your observations of students' progress reports to the class, then ultimately on the journals themselves. A sample assessment sheet for the journal is provided (see Appendix Two).

PLEASE NOTE: Assessment record sheets are included as samples only and are based on the *Asia Scope and Sequence for English*. You will need to adapt them in line with specific state and territory curriculum goals.

Links

<http://www.asiaeducation.edu.au>

The AEF website provides links to a wide range of sites with information about Japan.

The *Voices and Visions from Japan* CD-ROM includes literature, popular publishing items, films and arts from Japan.

Hanabi (Curriculum Corporation, 1998) explores popular stereotypes about Japanese people and society.

The Access Asia Secondary Teaching and Learning Units (Curriculum Corporation, 1996) contains a unit called 'Teenagers: They're all the same!?', which aims to assist students in gaining a deeper understanding of life in various Asian countries.

Film Asia (Curriculum Corporation, 2002) contains a chapter on the Japanese film *Sumo Do, Sumo Don't*, which is highly recommended for middle secondary students. *Voices and Visions from Japan* contains stills from the film.

Same Difference (Curriculum Corporation, 1995) contains a story called 'Letters from Thailand', which provides another male perspective on being an exchange student.

Sharing Fruit: An Anthology of Asian and Australian Writing (Curriculum Corporation, 1998) includes a variety of responses to being a visitor in a foreign environment (Section 6: Cultural Confrontation, pp. 147–188).

This unit has been developed as part of a set of units to support the *Asia Scope and Sequence for English*, which highlights key studies of Asia concepts and content that can be incorporated into P–10 English. The website is http://www.asiaeducation.edu.au/public_html/scope_sequence.htm.

Appendix One: Reading Journal Guidelines

Select from the following strategies to assist you in maintaining your reading journal.

- Keep notes as you read.
- Use a pencil to make notes in the margins or to underline sections.
- Use Post-it notes to mark special pages.
- Write an entry in your journal every time you read.
- Try not to be too selective about your thoughts. Write down everything that comes into your mind.

When writing journal entries, you could try some of the following ideas. Tick the boxes as you try each one.

- Stream of consciousness writing (start writing and don't stop; write down everything you think of, starting with an idea about the book).
- Consider how you feel about the main character. How are these feelings changing as you read? How do you think the author wants you to feel? How do you know this?
- Copy out any words or phrases that have a special meaning for you and explain why they are important.
- Consider how you feel about Japan. How are your feelings changing as you read? How is the author creating a picture of Japan in your mind? Give some examples.
- Consider how you feel about Australia. How are your feelings changing as you read? How is the author creating a picture of Australia in your mind? Give some examples.
- Draw some doodles instead of writing.
- Are Taro and Amelia stereotypes? Are they a typical Aussie student and a typical Japanese student? Why or why not?
- Shut your eyes for a while after you finish reading and describe or draw the images that remain in your mind.
- Search online for a photograph to illustrate part of the section you have just read (eg, a Japanese school, train or meal). Print the photograph, stick it in your journal and describe how it compares with the description in the book.
- Copy one of the images from the text and write about how it relates to the narrative.
- Are there any parts of the story that don't work well for you, such as language that jars? Give examples.
- Consider which experiences in your own life you think of as you read.
- Create some sketches to complement your own writing.
- Consider your feelings about exchange programmes. How are they changing as you read? How does the author want you to feel about exchange programmes? Give some examples to support your observations.

Appendix Two: Journal Assessment Sheet

Name:		
Task	Completed	Not yet completed
Read <i>Japan Diary</i>		
Completed a reflective journal, making regular entries		
Used the Reading Journal Guidelines to try a variety of approaches to making entries		
Demonstrated through journal entries an awareness of being positioned as a reader, by both written and visual language		
Wrote about ideas and issues linking his/her own experiences and thoughts with those of individuals and groups in Asian contexts		
Provided regular and thoughtful oral progress reports for the class		
Presented the journal neatly and appropriately		

Comments: