

Companion Workbook to

'The Forgotten Pearl'

By Louise Jones



OVERVIEW:

This novel by Belinda Murray is a coming of age story based in WW2 Darwin and Sydney. This unit can be utilised for any novel study for years 7-9. This companion explores the plot, characterisation, language features, themes and mega-narrative of WW2 Darwin and Sydney. A basic lesson sequence and activities is provided along with assessment ideas and extension research projects and resources.

CONTENTS:

1. Suggested Unit outline
2. Learning Activities and handouts
3. Historical References and Extension Activities
4. Assessments and Resources
5. ACARA links

UNIT OUTLINE

	Learning Activities	Resources
Week 1 LG: predicting text: author, genre	Scanning Cover Poem inside cover Prologue	http://www.randomhouse.com.au/content/teachers/tr_forgotten_pearl.pdf
Week 2 LG: understand historical setting of novel: Darwin WW2	KWL WW2 Australia Concept Map Historical Notes	Back of novel – historical notes Movie clip <i>Australia</i> bombing scene http://www.darwin.nt.gov.au/sites/default/files/Bombing-Darwin-FEDFrontline.pdf [education resource]
Week 3 LG: connecting text: understanding plotline	Plotline starter * Chapter Questions*	Plot graph template
Week 4 LG: connecting text: characterisation, point of view	Creative writing – character point of view*	Nellie's scrapbook https://www.scootle.edu.au/ec/viewing/L2386/index.html The learning place – character sociogram TROVE
Week 5 LG: connecting text: characterisation cont	Character sociogram*	
Week 6 LG: creating text: writing a letter, letter structure	Letter writing in character role*	Edward's letter [appendix] Personal letter text structure [appendix]
Week 7 LG: creating text: language features	Figurative language worksheet*	
Week 8 LG: analysing text: controversy and politics in the text	Discussion of issues *	Persuasive argument template
Week 8 LG: analysing text: beyond the text, implications for Australia	Class debate – topics* Design propaganda poster	Propaganda posters http://www.ww2australia.gov.au/ [women in war]
ASSESSMENT	Character scrapbook task*	

*included in companion

<http://www.darwin.nt.gov.au/sites/default/files/Bombing-Darwin-FEDFrontline.pdf>
[education resource]

<https://www.scootle.edu.au/ec/viewing/L2386/index.html> [nellie's scrapbook]

<http://www.ww2australia.gov.au/> [war newspaper, midget subs]

<http://splash.abc.net.au/home#!/media/102758/australian-children-during-world-war-ii>

Learning Activities

Plotline Mapping

7. Darwin increases defence with soldiers. Phoebe's friend Iris and family introduced

Edwards Letter mentions Joe and Frank

Phoebe's letter from Sydney re nursing training

8. Jack visits Darwin.

He is jealous of his brothers Harry and Danny 'sailing to new places and adventures'

Crocodile encounter at Mindil Beach

Hotel Darwin dance

9. Air Raid and evacuation of Darwin

Maude and Poppy fight over departure to Sydney

Using a chapter by chapter chronology [example above] , students can make notes about main plot events .

Group work: There are a number of free plot graphs available for a visual representation. Using a graph printed A3 students can choose ONE character from the novel and fill in the main events pertaining to that character. This can be used as a basis for a discussion of character development over the novel and the scrapbook assessment item [included]

Topics for debate

1. Australia should withdraw from supporting America in wartime
2. Nuclear weapons should be disarmed worldwide
3. Australia should increase its intake of refugees
4. The Japanese nation should apologise for its atrocities in world war 2
5. Those who commit crimes in war should not be accountable ie:

ALL IS FAIR IN LOVE AND WAR

Discussion of Novel – political issues

These issues could form the basis of an argumentative speech, argumentative essay or research project. The template for planning an argumentative speech is included in the appendix. Some discussion of logical reasoning process and persuasive techniques would also be helpful. The template refers to some persuasive devices such as :

Rhetorical device ‘ Do you want your children to grow up in a country like that?’

Exaggeration ‘ I nearly died when I saw that...’

High Modality ‘ We **have** to act NOW’

Rule of Three ‘ Stop. End. Finish.’

Evaluative Adjectives ‘**Brutal** regime’ ‘ ignorant soldiers’

- Domestic animal culling in wartime,
- Media blackout of Japanese sub incident,
- Compulsory internment of all Japanese citizens

Chapter Questions THE FORGOTTEN PEARL

CHAPTER 1

Describe the animal which created a scene

Draw an illustration of Maude before and after meeting Poppy

List words which describe the Trehearne house

How would you describe the relationship between Poppy and Daisy?

What is Daisy’s role in family? Give evidence for your conclusion

What is so unusual about her father’s study?

Find the verbs used in the anecdote about the crocodile which make it exciting.

List any words you do not know – and write their definition using a dictionary

CHAPTER 2

What is the basis of the argument between Edward and his father?

Look up the Japanese phrases and write them down next to the English translation

List the figurative language used to describe the water/beach

Write a chronology of the 'rescue' of Shinju. Why does the author use italics for Poppy's thoughts – what effect does this device have on the text?

CHAPTER 3

Describe the significance of the Pearl in Japanese culture according to Mrs Murata.

Summarise the story of the Dragon Pearl myth in your own words

Describe the tea ritual performed by Mrs Murata

List the requirements of being a 'japanese princess'

What do you know about Japanese culture and history – list any points

What is the significance of Poppy getting to know a Japanese family at this time in history ie 1941

CHAPTER 4

Summarise Daisy's story as a Drover's boy

What is a piccannini?

Why was daisy's relationship with the white drover an issue?

CHAPTER 7

This is the first letter in the novel, written by Edward. What do you note about the 'tone' of the letter?

What is Phoebe doing in Sydney?

CHAPTER 8

Why is Jack jealous of his brothers Danny and Harry?

At mindil Beach, Jack, Poppy and Maude encounter a crocodile while fishing. List some emotive adjectives and phrases used to describe this event. How does Poppy respond? How does this contrast to Maude's reaction?

Poppy is 'made up' for the dance at Hotel Darwin by Maude and Bryony. Do you think this event is significant in the plotline? Why might the author have included it and the dance itself?

CHAPTER 9

Poppy experiences the first air raid and some of Darwin is evacuated including Maude. Poppy is angry at Maude over her leaving. Why do you think this is?

CHAPTER 10

The government orders the evacuation of Darwin and the destruction of all domestic animals. Do you think BOTH of these were necessary? What was poppy's reaction to the order? Why?

The Muratas are arrested and sent to an internment camp in NSW. The government ordered the compulsory arrest of all Japanese residents of Australia after the bombing of Pearl Harbour. Poppy was outraged at this. Why? Do you think the government should have done this?

CHAPTER 11

Read Poppy's letter . What conditions does she describe that indicate the privations of wartime in Australia? List them

Why are the American troops not welcomed in Australia?

Edward's letter describes face to face combat with the enemy. What phrase does he use to describe them? Why?

Edward uses the phrase 'copped it' to reference his mate Joe's death. What does this imply about his feelings at this point?

CHAPTER 12

Poppy overhears a conversation between her parents concerning the progress of the war. What historical facts are mentioned in the next few pages?

Poppy is woken by a terrifying scream? This is a technique used to link two events in time ie Edward's disappearance and Cecelia's dream. Do you think this was a premonition? Why?

CHAPTER 13

The hospital undergoes a bomb raid and Cecelia is injured. The post office is bombed and the Bald family killed.

The chapter starts with an idyllic setting on the verandah."the scene was tranquil and picturesque'. Shortly after however there is carnage. The author describes a gruesome scene 'a handcart piled high with bodies, pushed by two men. Most of them were black with burns. The stench of burnt flesh and fuel filled the corridor'. How has Poppy cope with the huge task that is thrust upon her of nurse and healer?

CHAPTER 14

Mark reports of the huge damages wreaked by Japanese bombers on hospitals. He suggests that this was deliberate. Why is this idea of killing the innocent/injured so horrific to Cecelia and Poppy?

‘Poppy smiled too, feeling a wave of pride surge through her. She was part of a team – a motley collection of medical professionals and volunteers who had suffered through a terrifying ordeal but were still achieving amazing things’. What does tell the reader about Poppy?

Daisy and Charlie are found dead at the homestead, gunned down and left. Poppy faces an intensely personal grief...how does she respond [in thought and action]? See p 163

Poppy loses her pearl in the rush to evacuate. Do you think this loss is intentional at this stage in the plot? Why?

CHAPTER 15

The escape from Darwin is chaotic and fraught with danger. The provost is firing at anyone trying to get on the train and people are panicking. Cecelia state that “‘ fear does strange things to people. It brings out the very best and the very worst”. List evidence from this chapter of the ‘very best’ and ‘very worst’ actions of people at this time.

Poppy discovers important information about her family history. What does she learn? How significant is this for Poppy?

The author has juxtaposed two paragraphs with completely different tones on p 175. Describe the two opposing visual pictures created with language. List any adjectives or phrases which help paint this picture.

Find the definition of the following words:

Pirouette

Harrumphed

Hereditary

Reminisce

Rhythmic

Discomfiture

calamitous

CHAPTER 16

Poppy is introduced to school life in Sydney. How does this differ from her experience in Darwin. List as many differences as you can.

What is contained in the survival kit all students have to carry at Woodfield? What might each item be used for?

CHAPTER 17

This chapter is made up entirely of letters, from Minnie, Mark, Poppy and Phoebe. How has the author distinguished between each writer? Draw up a table with four columns. List the language choices and subject for each writer.

What historical facts have you learnt from the 'gossip' provided in the letters? The author has interwoven these facts into the lives of the characters. How does the reader know what is 'true'? Where might you find out this information?

CHAPTER 18

Jack makes a surprise visit to Sydney and Maude and Poppy take him down to the beach for an icy swim. Their encounter with American soldiers becomes 'nasty'. Why do you think there is animosity between the Australians and Americans?

CHAPTER 20

Poppy, Maude and Jack endure a harrowing encounter with a Japanese midget sub in Sydney Harbour. Poppy is angry at the media blackout and lack of information given to the people of Sydney. Her view is that *'the censors are trying to suppress any details of the attack. it seems ridiculous when most of Sydney could see or hear what was going on. Don't they understand that people will be more frightened of their own imaginings than if they knew the truth?'*

Do you agree or disagree? Why/why not?

Finally the government decided to release limited details of the raid.

Even today most Australians are unaware of this event in our history. Look up the detailsand write a summary of the facts.

How might you report this so that the danger is downplayed?

Creative writing – character point of view

Model: Choose one incident from the novel and as a class brainstorm the character's response to it. Focus on what the character FELT SAW HEARD IMAGINED SMELT and include a word bank of adjectives. Write as a class together one paragraph and then set a task for them to do independently. Suggested incidents:

- Edward witnesses his friend killed on the battlefield
- Jack dancing at Hotel Darwin with Poppy
- Maude sees Poppy resuscitate Shinju
- Shinju as she is rounded up from school by the soldiers
- Poppy's first day at the Sydney private school

Character sociogram

The Learning Place has an interactive program 'Character sociogram' in which students can represent the relationships between characters in the novel. They will build a web with arrows and labels which visually depict the dynamics between the protagonist and other characters. Students can save to drive or print out the final sociogram.

Letter Writing

The novel has a huge array of letters to choose from for discussion. To examine the structure and language of a personal letter I have attached one by Edward. Some of the associated activities could include:

- Photocopy an example of a letter from the novel and have students annotate the different structures involved [see appendix on personal letter text structures]
- Write a letter from one character to another describing an event from their point of view. Ensure that the letter references places and people from the novel

Figurative language in the novel

ACTIVITY:

Word Detective *using the novel get each student to search a selection of pages or one chapter for a particular type of word or phrase eg: **adjective** group, **metaphor**, **idiom**, **simile**, **adverb** and **verb** phrase, **personification***

[examples are below]

Word Search *use the novel or place an excerpt on the projector and get students to write down a list of words that are unfamiliar. See if students can work out the meaning from the context of the sentence. Then use dictionaries to find the definition and write it down next to the word.*

Creative writing *set a writing task based on one moment from the novel. Get students to write a paragraph using figurative language.*

Figurative Language – descriptive passages

Recalcitrant steers

Golden pink blush of sunrise on the horizon

Ubiquitous bushman's akubra hat

Talk the back leg off a camel

Camel-back emporium

Languorous swagger

Trees were thickest, a **gnarled** forest of **twisted, writhing roots** and **salty branches**.

Aboriginal women **fluttered like bowerbirds** among bolts of cloth and household wares

The **sky arched overhead** awash with reds, pinks, yellows, rose, peach and violet

Figurative Language –Poppy's experiences

' the **dome overhead** was a deep purple with an odd spangle of silver stars gleaming in the velvet. Poppy felt like she was **floating in peaceful innocent vacuum**' [67]

'Poppy just felt numb like something had died inside her. She wondered if she would ever feel happy again- if she could ever feel truly alive again. The tears brimmed just below the surface' [p 175]

'Poppy felt the **cold hard store of fear** and grief in the pit of her stomach start to soften'

' Poppy smiled too, feeling a **wave of pride** rise through her. She was part of a team – **a motley collection** of medical professionals and volunteers who had suffered through a terrifying ordeal but were still achieving amazing things' [155]

' she felt **like a limp rag doll**, all feeling and grief rung out of her '[163]

' the air seemed eerily silent after the deafening thunder of the raid. Plumes of toxic black smoke billowed up into the sky. In the harbour **once proud ships** were scattered and sinking. Columns of smoke rose from the shattered buildings of the town' [148]

'coming towards Poppy from the other direction was a handcart piled high with bodies, pushed by two men. Most of them were black with burns. The stench of burnt flesh and fuel filled the corridor.' [151]



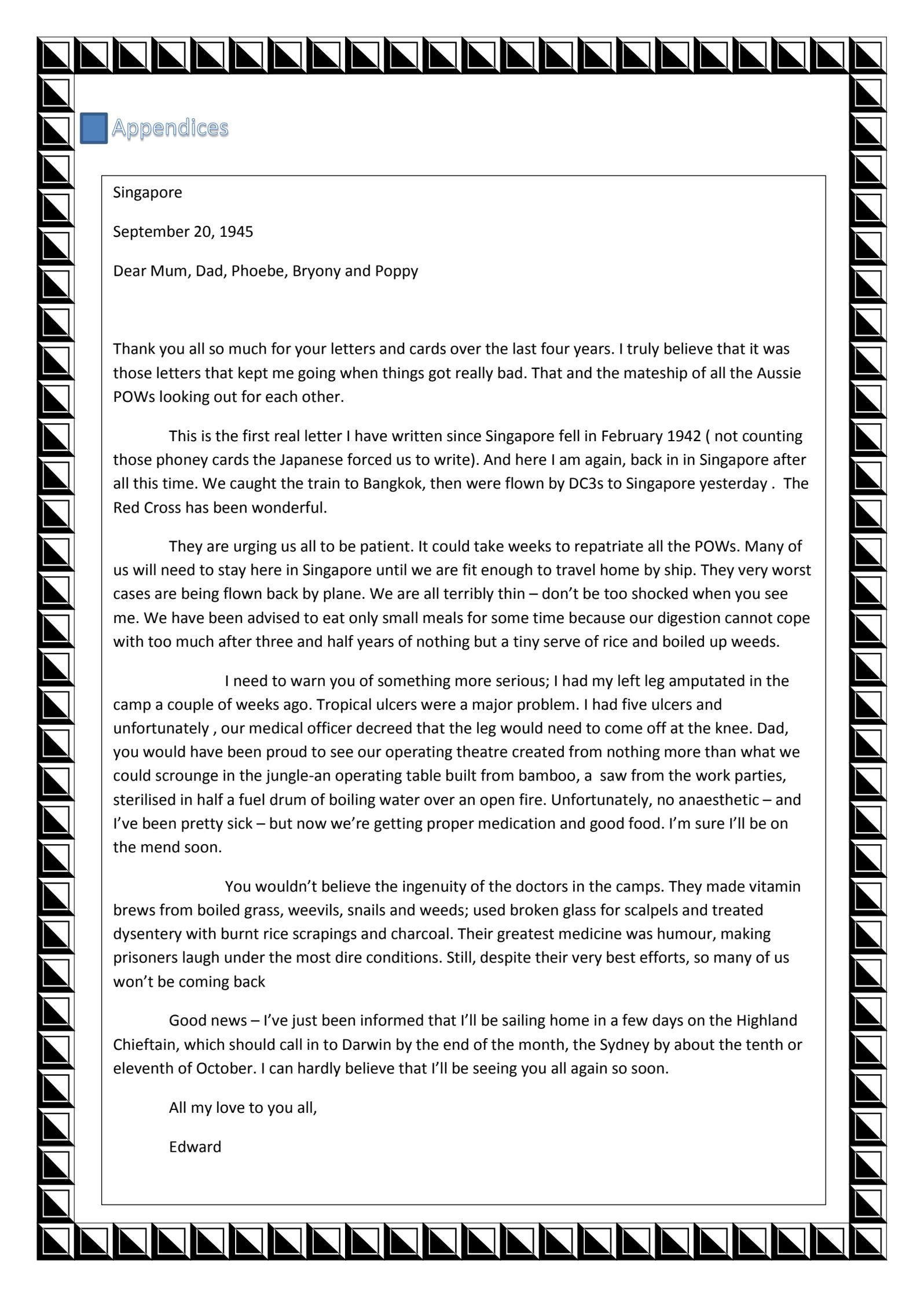
Year 8 English Unit novel task 1

Student:

Task: To create a scrapbook character study

Learning Goal: Understand how a particular character is presented in the novel via language choice, point of view, events, relationships, dialogue and authorial description.

Proficiency Scale		Areas for improvement
Score 4.0	<p>The student will:</p> <ul style="list-style-type: none">• Show evidence of research for historical setting• Include illustrations which highlight the chosen character and time• Give evidence from the novel of characterisation using <u>four</u> of the following: language choice, point of view, relationships, dialogue authorial description, events• Show insight into character 'voice' and role by extending the text	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">• Include illustrations• Give evidence from the novel of characterisation using <u>three</u> of the following: language choice, point of view, relationships, dialogue authorial description, events• Show some evidence of research• Show knowledge of character role	
Score 2.0	<p>The student will</p> <ul style="list-style-type: none">• Complete tables and charts• Provide basic summation of character	
Score 1.0	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">• Attempting to complete tables and charts provided	



■ Appendices

Singapore

September 20, 1945

Dear Mum, Dad, Phoebe, Bryony and Poppy

Thank you all so much for your letters and cards over the last four years. I truly believe that it was those letters that kept me going when things got really bad. That and the mateship of all the Aussie POWs looking out for each other.

This is the first real letter I have written since Singapore fell in February 1942 (not counting those phoney cards the Japanese forced us to write). And here I am again, back in in Singapore after all this time. We caught the train to Bangkok, then were flown by DC3s to Singapore yesterday . The Red Cross has been wonderful.

They are urging us all to be patient. It could take weeks to repatriate all the POWs. Many of us will need to stay here in Singapore until we are fit enough to travel home by ship. The very worst cases are being flown back by plane. We are all terribly thin – don't be too shocked when you see me. We have been advised to eat only small meals for some time because our digestion cannot cope with too much after three and half years of nothing but a tiny serve of rice and boiled up weeds.

I need to warn you of something more serious; I had my left leg amputated in the camp a couple of weeks ago. Tropical ulcers were a major problem. I had five ulcers and unfortunately , our medical officer decreed that the leg would need to come off at the knee. Dad, you would have been proud to see our operating theatre created from nothing more than what we could scrounge in the jungle-an operating table built from bamboo, a saw from the work parties, sterilised in half a fuel drum of boiling water over an open fire. Unfortunately, no anaesthetic – and I've been pretty sick – but now we're getting proper medication and good food. I'm sure I'll be on the mend soon.

You wouldn't believe the ingenuity of the doctors in the camps. They made vitamin brews from boiled grass, weevils, snails and weeds; used broken glass for scalpels and treated dysentery with burnt rice scrapings and charcoal. Their greatest medicine was humour, making prisoners laugh under the most dire conditions. Still, despite their very best efforts, so many of us won't be coming back

Good news – I've just been informed that I'll be sailing home in a few days on the Highland Chieftain, which should call in to Darwin by the end of the month, the Sydney by about the tenth or eleventh of October. I can hardly believe that I'll be seeing you all again so soon.

All my love to you all,

Edward

Personal Letter Text Structure

A personal letter is written between close family or friends and is characterised by:

- *Informal language* this includes slang, idioms, family jokes, nicknames
- *Emotive language* the writer might show their feelings of joy, grief, fear, sadness etc through choice of language eg: metaphors, similes, high modality, evaluative adjectives, rhetorical devices, humour
- *Context of joint history* the writer will refer to events, people or places shared by the audience

Structure of the Letter

Letter writer's address top left corner

Date below

Salutation 'Dear'..... and greeting 'how are you' 'hope you are well' etc Sometimes the purpose of the letter is made plain at the beginning

Paragraphs Varying lengths of paragraphs which contain the different topics and message

Conclusion Summary of message, future plans, hoped for response etc

Final Salutation Expression of feeling and farewell depending on nature of relationship 'love from', 'best wishes' and then name of letter writer.



Year 7

Compare the ways that language and images are used to [create](#) character, and to influence emotions and opinions in different [types of texts \(ACELT1621\)](#)

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts [\(ACELT1619\)](#)

Understand how [modality](#) is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns [\(ACELA1536\)](#)

Year 8

Interpreting, analysing, evaluating

Analyse and evaluate the ways that [text](#) structures and [language features](#) vary according to the purpose of the [text](#) and the ways that referenced sources add authority to a [text \(ACELY1732\)](#)

Apply increasing knowledge of vocabulary, [text](#) structures and [language features](#) to understand the content of texts [\(ACELY1733\)](#)

Creating literature

[Create](#) literary texts that draw upon [text](#) structures and [language features](#) of other texts for particular purposes and effects [\(ACELT1632\)](#)

Experiment with particular [language features](#) drawn from different [types of texts](#), including combinations of language and visual choices to [create](#) new texts [\(ACELT1768\)](#)

Responding to literature

Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts [\(ACELT1627\)](#)

Year 9

Analyse [text](#) structures and [language features](#) of literary texts, and make relevant comparisons with other texts ([ACELT1772](#))

Use [comprehension strategies](#) to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts ([ACELY1744](#))

Interpreting, analysing, evaluating

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts ([ACELY1742](#))

Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ([ACELY1745](#))