

Look carefully at these pictures:



What can you say about the people who live here? (You'll need to think like a **detective**. Every detail is a clue...)

This activity has required you to use detective skills to **infer** meaning.

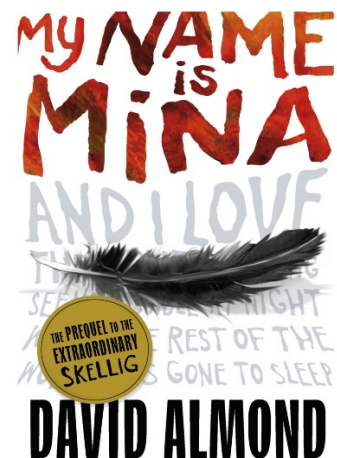
**infer** = to draw logical conclusions from clues

Copy this definition into your book.

Today, you will be using **inference** to analyse the opening chapter of the book we will be studying this half term:



'My Name is Mina'



### Session 1 Learning Question:

How does the opening chapter **engage** the reader?

Write this question at the top of your page. What does the word '**engage**' mean?

Write the title of the book in the middle of the page.

'My Name is Mina'



What can you **infer** from the title alone? Brainstorm your ideas around the title.

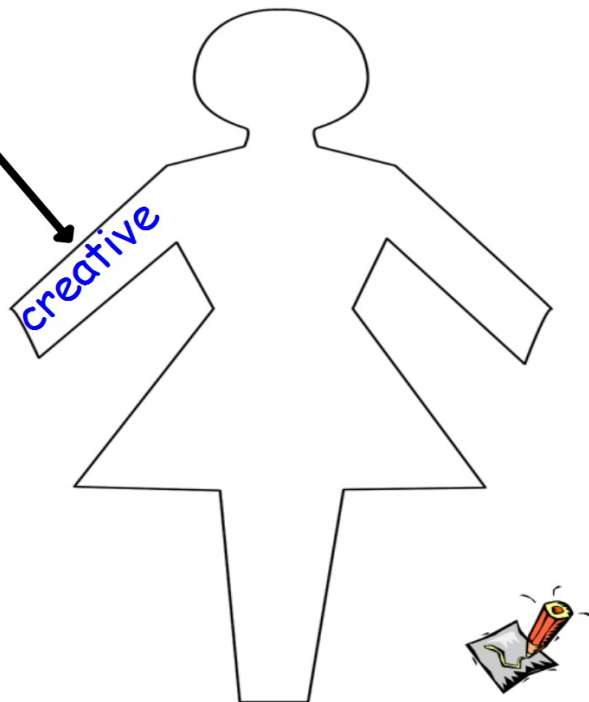
- What will the characters be like?
- What might the story be about?
- What will the mood of the story be?
- Does the cover give you any clues?



So what do we learn about Mina from the opening chapter?

- Complete the character silhouette with information about Mina.
- Use quotations from the book to support your points.

For example...



Writers often give clues about the story or introduce questions that the reader would want to answer. These are known as **narrative hooks**.

1. Write a definition of a narrative hook, in your own words:

**A narrative hook is...**

2. Using your worksheet, list **five narrative hooks** in the opening chapter and explain why they are effective.

Extension: If you finish, read the opening of Skellig and compare it to 'My Name is Mina'.

In groups, compare your notes and decide on the **top five narrative hooks** in 'Mina'. Try to put them in order, from the most to least effective.

Most effective

1.

2.

3.

4.

5.

Least effective

Today's question was the first step towards answering a much bigger question...



**What does David Almond  
want us to learn from 'My  
Name is Mina'?**

Copy this question neatly in the back of your book.

At the end of the novel, we will each write a **dissertation\*** that focuses on this question. Every lesson will help us to develop our understanding of the novel.

**\*dissertation** = extended essay



## **What does David Almond want us to learn from 'My Name is Mina'?**

In pairs, discuss what you have learned today and make notes in the back of your book.

- What are we invited to think about in the opening chapter?
- Have you learned anything important from the opening chapter?
- Have you learned anything from Mina?

## Session 2 Learning Question:

Can ordinary objects ever be **extraordinary**?

1. Write this question at the top of your page. What does the word '**extraordinary**' mean?

2. What is your response to the question? Yes or no? (with a reason...)



## Who were 'The Romantics'?

'The Romantics' is a name given to a group of poets who were writing in the 19th century. They were alive during the **Industrial Revolution**, when Britain saw huge growth in industry and manufacturing.

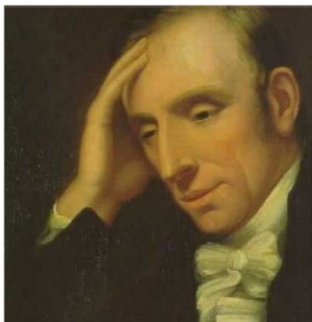
The Romantics had very strong ideas about the world we live in:

- They were interested in **nature**
- They were worried by industrialisation
- They were amazed by the power of the **imagination**
- They believed in the **glorification** of the **ordinary**



*'Wanderer Above the Sea of Fog'* by Caspar David Friedrich (1818)

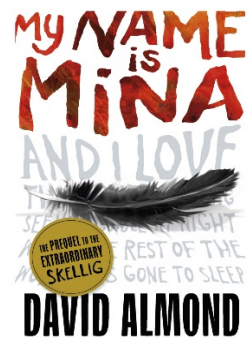
William Wordsworth, a famous English poet, defined one of the key principles of the Romantic movement as:



"...to refresh our sense of wonder - indeed, of divinity - in the everyday, the commonplace, the trivial, and the lowly."

What do you think this means?

As we read the second chapter of 'My Name is Mina', find a quotation which illustrates Mina's wonder in the world around her.



Time for a brainstorm...

How can you refresh people's  
wonder in ordinary objects?

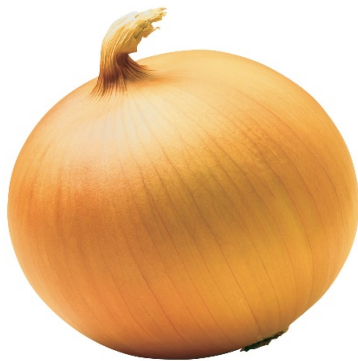
In her poem 'Valentine', Carol Ann Duffy (the Poet Laureate) turns an onion into a wonderful object:

Use metaphors

It's not just an onion, it is  
'a moon wrapped in  
brown paper'

Personify your object

'Its fierce kiss will stay  
on your lips'



Use your senses

- smell
- sound
- taste
- sight
- touch

Not a red rose or a satin heart.

I give you an onion.  
It is a moon wrapped in brown paper.  
It promises light  
like the careful undressing of love.

Here.  
It will blind you with tears  
like a lover.  
It will make your reflection  
a wobbling photo of grief.

I am trying to be truthful.

Not a cute card or a kissogram.

I give you an onion.  
Its fierce kiss will stay on your lips,  
possessive and faithful  
as we are,  
for as long as we are.

Take it.  
Its platinum loops shrink to a wedding-  
ring,  
if you like.

Lethal.  
Its scent will cling to your fingers,  
cling to your knife.

Choose an object which you think is ordinary and often unnoticed by people.

Write about it in a way that brings it to life and makes your reader appreciate its beauty.

Use metaphors

It's not just an onion, it is  
'a moon wrapped in  
brown paper'

Personify your object

'Its fierce kiss will stay  
on your lips'

Use your senses

- smell
- sound
- taste
- sight
- touch

*This is not a \_\_\_\_\_ ...*

*You may think this is a \_\_\_\_\_ but it is really...*

*This is more than what it seems...*

**Extension:** Re-read page 30. Why does Mina say that 'we might be living in heaven right now?' Write a full paragraph to explain your answer.

Swap writing with your partner and read their work.

Comment on something you like about their writing, and explain why.

I like the use of...

I thought that the \_\_\_\_\_ was particularly effective because...

\_\_\_\_\_ is effective because it...





## **What does David Almond want us to learn from 'My Name is Mina'?**

In pairs, discuss what you have learned today and make notes in the back of your book.

- What are we invited to think about in this chapter?
- Have you learned anything important from this chapter?
- Have you learned anything from or about Mina?

### Session 3 Learning Question:

Can writing help you overcome your fears?

Write this question at the top of your page.



What do you think is happening in this picture? Use your **inference** skills to **infer** meaning.

This picture depicts Orpheus and his wife Eurydice.

According to Greek mythology, Orpheus was a legendary musician who could charm all living things with his music.

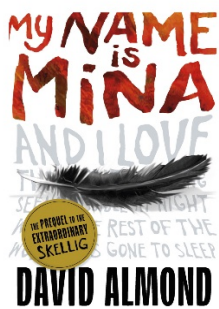
One day, Eurydice was bitten by a viper and tragically died. Grief-stricken, Orpheus journeyed into the Underworld to rescue his wife. He used his music to persuade the gods of the underworld to let her return to earth.



The gods agreed, on the condition that Orpheus walk in front of Eurydice and not look back until they reached the upper world.

Upon reaching the upper world, Orpheus was so happy that he looked back at Eurydice, but she was still in the Underworld... She vanished for a second time, but this time it was forever.





Mina turns a traumatic experience into a **story**.

She writes about herself in the **3rd person**. ('He, she, they') instead of the **1st person** ('I').

She also makes an **allusion\*** to the Orpheus myth in her story.

**\*allusion** = a reference made to something else in a story

**Task:** Think of an occasion when you were frightened. Write about this occasion as though it were a story.

- Make sure you write about yourself in the **3rd person** ('He, she').
- Use the worksheet to guide you.

Stories usually follow a clear **\*narrative** structure:

Use the worksheet to help you plan your story.

Introduction



Development



Complication



Climax



Resolution

Introduce your main character and establish the setting.

Add more detail to your character and maybe introduce other characters.

This is where something happens that causes a problem. The start of the action...

The most exciting and dramatic part of the story!

The end of the story. Could be a happy or sad ending.

**\*narrative** = the way in which a story is told



Two questions...

1. How does it feel to turn a frightening experience into a story?

2. Why do you think Mina chooses to do this?


Think of a response to both questions and be ready to feedback to the class. Can writing help you to overcome your fears?

Homework: Finish your story.



## **What does David Almond want us to learn from 'My Name is Mina'?**

**In pairs, discuss what you have learned today and make notes in the back of your book.**

- What are we invited to think about in this chapter?
  - Have you learned anything important from this chapter?
  - Have you learned anything from or about Mina?
- 

## Session 4 Learning Question:

What does your **soul** look like?

Write this question at the top of your page. What do you understand by the term '**soul**'? (Use your dictionary!)

In the 'Harry Potter' series, every wizard can produce a **protective force** called a 'patronus', which takes the form of an animal.



How do these ideas relate to the concept of a 'soul'?



In the 'His Dark Materials' trilogy, every character is accompanied by a 'daemon' - a companion that **never leaves you** and takes the form of an animal.

On page 80, Mina describes the form that her and her father's souls would take...

What do these choices reveal Mina and her relationship with her father? Think carefully about the **connotations**\* of these animals.

\***connotation** = what something reminds you of. For example, the connotation of the colour **red** might be danger

Now it's time to create a Patronus or Daemon!

- Who will it be for? Yourself? A family member?
- Which animal will you choose?
- How does it reflect your personality?

1. Write the name of the animal you are choosing.
2. List 3 - 5 adjectives to describe it.
3. Write a paragraph explaining why you chose that animal.

**Extension:** Read the extracts from 'Harry Potter' and 'Nortern Lights' to help you with your writing.


When we feedback, try to think of questions to ask during discussion.





## **What does David Almond want us to learn from 'My Name is Mina'?**

In pairs, discuss what you have learned today and make notes in the back of your book.

- What are we invited to think about in this chapter?
  - Have you learned anything important from this chapter?
  - Have you learned anything from or about Mina?
- 

Session 5 Learning Question:

What rules should schools use?

Write this question at the top of your page.

Summerhill School is a boarding school in Suffolk, England. It was founded in 1921 by a man called A. S. Neill



The school's website says this on its homepage:

Imagine a school...

Where kids have freedom to be themselves...

Where success is not defined by academic achievement but  
by the child's own definition of success...

Where the whole school deals democratically with issues, with  
each individual having an equal right to be heard...

Where you can play all day if you want to...

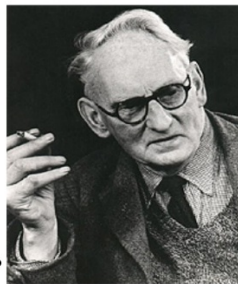
And there is time and space to sit and dream...

...could there be such a school?

The following are statements made by A. S. Niall, the founder of Summerhill.

To what extent do you agree with these statements?  
1 = Disagree completely. 5 = Agree completely

Books are the least important apparatus in a school. All that any child needs is the three R's (reading, writing and arithmetic); the rest should be tools and clay and sports and theatre and paint and freedom.



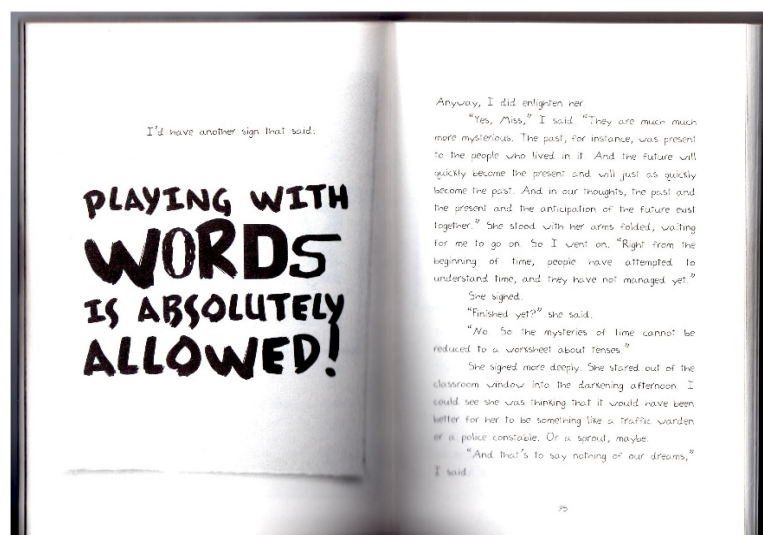
It is taken for granted that every child should learn mathematics, history, geography, science, a little art and certainly literature. It is time we realised that the average young child is not much interested in any of these subjects.

Most of the school work that adolescents do is simply a waste of time, of energy, of patience. It robs youth of its right to play and play and play: it puts old heads on young shoulders.

We set out to make a school in which we should allow children freedom to be themselves. In order to do this we had to get rid of all discipline, all direction, all suggestion, all moral training, all religious instruction

If you had anything to do with the running of schools, what would your school rules be?

Think of some rules and, like Mina, design a poster for your favourite rule.



(We can turn our favourite rules into posters with Mr Hoebein...)

What have you learnt about Summerhill School from the newspaper article?

1. List three **unusual rules** about Summerhill school.

-  
-  
-

2. List three **problems** with Summerhill school

-  
-  
-

**Extension:** Do you think the writer of the article is in favour of Summerhill or not? Support your answer with **evidence** from the article.

- What does the writer say about the school?
- What kind of language does the writer use?





## **What does David Almond want us to learn from 'My Name is Mina'?**

In pairs, discuss what you have learned today and make notes in the back of your book.

- What are we invited to think about in this chapter?
- Have you learned anything important from this chapter?
- Have you learned anything from or about Mina?

Homework: Ask someone in your family (preferably a parent) to tell you an interesting/ exciting story from their past. Make notes and be ready to share with the class.



Session 6 Learning Question:

Why do we tell stories?

What is your response to the question above? Write down a quick response before we share.

In pairs, share your stories from home with one another.

Are there any similarities between our stories? What kind of stories do we have?

As we read 'Grandpa, Missing Monkeys & Owls' think about the following:

- Is this an important section of the novel?
- Why does the author include a story about Mina's family's past?
- Why does the author wait until the middle of the book to give us this story?



## **What does David Almond want us to learn from 'My Name is Mina'?**

In pairs, discuss what you have learned today and make notes in the back of your book.

- What are we invited to think about in this chapter?
- Have you learned anything important from this chapter?
- Have you learned anything from or about Mina?

## SATS short stories!

In the next part of the story, Mina has to do her SATS at school.

Think of a story about your own SATS. Use the narrative structure to guide you. Then we will share our stories...

Introduction



Development



Complication



Climax



Resolution

Introduce your main character and establish the setting.

Add more detail to your character and maybe introduce other characters.

This is where something happens that causes a problem. The start of the action...

The most exciting and dramatic part of the story!

The end of the story. Could be a happy or sad ending.

Session 7 Learning Question:

Is **nonsense** always pointless?

Write this question at the top of your page.

Read this poem and decide how much sense they make, using the 'Sense-o-meter'.

**On the Ning Nang Nong**

On the Ning Nang Nong  
Where the Cows go Bong!  
and the monkeys all say BOO!  
There's a Nong Nang Ning  
Where the trees go Ping!  
And the tea pots jibber jabber joo.  
On the Nong Ning Nang  
All the mice go Clang  
And you just can't catch 'em when they do!  
So its Ning Nang Nong  
Cows go Bong!  
Nong Nang Ning  
Trees go ping  
Nong Ning Nang  
The mice go Clang  
What a noisy place to belong  
is the Ning Nang Ning Nang Nong!!

-Spike Milligan

Read this poem and decide how much sense they make, using the 'Sense-o-meter'.

**The Great Panjandrum**

So she went into the garden  
to cut a cabbage-leaf  
to make an apple-pie;  
and at the same time  
a great she-bear, coming down the street,  
pops its head into the shop.  
What! no soap?  
So he died,  
and she very imprudently married the Barber:  
and there were present  
the Picinnies,  
and the Joblillies,  
and the Garyulies,  
and the great Panjandrum himself,  
with the little round button at top;  
and they all fell to playing the game of catch-as-catch-can,  
till the gunpowder ran out at the heels of their boots.

- Samuel Foote



Read this poem and decide how much sense they make, using the 'Sense-o-meter'.

**Mr and Mrs Discobbolos** by Edward Lear

Mr and Mrs Discobbolos  
Climbed to the top of a wall,  
And they sat to watch the sunset sky  
And to hear the Nupiter Piffkin cry  
And the Biscuit Buffalo call.  
They took up a roll and some Chamomile tea,  
And both were as happy as happy could be -  
Till Mrs Discobbolos said, -  
'Oh! W! X! Y! Z!  
It has just come into my head -  
Suppose we should happen to fall!!!!  
Darling Mr Discobbolos?

'Suppose we should fall down flumpetty  
Just like two pieces of stone!  
On to the thorns, - or into the moat!  
What would become of your new green coat?  
And might you not break a bone?  
It never occurred to me before -  
That perhaps we shall never go down any more!'  
And Mrs Discobbolos said -  
'Oh! W! X! Y! Z!  
What put it into your head  
To climb up this wall? - my own

A famous poet (TS Eliot) once said...



"Genuine poetry can communicate before  
it is understood."

TS Eliot

1. Copy this quote into your book.
2. Explain the quote **in your own words**.

Below are the first three stanzas of 'Jabberwocky' by Lewis Carroll, a poem that is famous for its made-up, 'nonsense' words.

Tw'as brillig, and the slithy toves  
Did gyre and gimble in the wabe;  
All mimsy were the borogoves,  
And the mome raths outgrabe.

"Beware the Jabberwock, my son  
The jaws that bite, the claws that catch!  
Beware the Jubjub bird, and shun  
The frumious Bandersnatch!"

He took his vorpal sword in hand;  
Long time the manxome foe he sought—  
So rested he by the Tumtum tree,  
And stood awhile in thought.

I will read out words and phrases from the poem.

Your task is to **perform an action** that fits the word.

- Think carefully about how your action fits the word
- How will you decide which action to make?

So how did you work out which action to do for the words and phrases you were hearing?

Something that helps us to understand language is...

# connotation

Can you remember what this means?

1. Complete the glossary of words taken from 'GLIBBERTYSNARK'. For example:

'Golgy' → Big and round, with a golden, shiny colour.

2. Write a page of utter nonsense or a nonsense poem. Feel free to make up lots of new words!

Homework: Why does Mina write 'GLIBBERTYSNARK'?

- What does it tell us about her personality?
- What does it suggest about her attitude towards the SATS?
- Is she a 'good student' or not?
- Think about how it felt to write a nonsense poem...

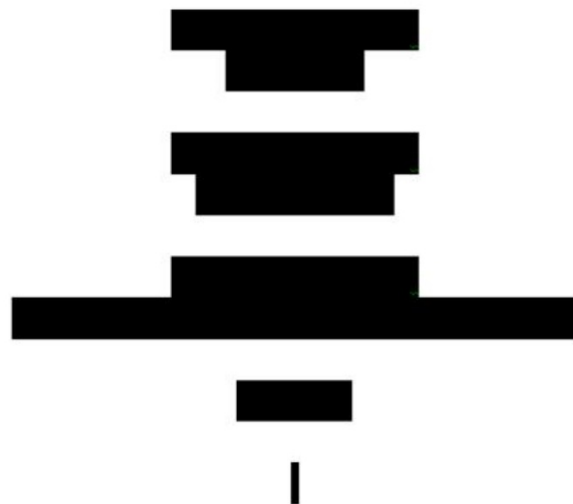
Session 8 Learning Question:

Can the **shape** of a poem help us understand its **meaning**?

Write this question at the top of your page.



Look carefully at the shape of this poem? What do you think the poem will be about?



- Does the shape have any **connotations**/ remind you of anything?
- What is the effect of different line lengths?
- What might happen at different places of the poem?
- What happens at the end?

This is a poem by Mr Boakye about a piece of art in the Tate Britain:

A cross in the sky,  
For flying.

A cross in the sky,  
For crucifying.

A cross in the sky,  
In motion, demoted, emotive, promoted,

Uprising



- Is there any **imagery** in the poem? (imagery = things that you picture in your head)
- Does the shape of the poem **enhance** the meaning?
- Are there any important **words** that relate to the shape of the poem?



# EGG

I SIT IN  
MY TREE, MY KNEES TO  
MY CHEST. I EMPTY MY MIND,  
AND FORGET THAT MY NAME IS MINA.  
I HAVE NO KNOWLEDGE OF THE WORLD. I HAVE NO  
KNOWLEDGE OF ANYTHING AT ALL. I AM INSIDE AN EGG.  
I AM A SECRET HIDDEN UNMADE THING. A CHICK, GROWING  
IN THE STICKY GLOOPY STUFF. TINY BONES AND FEATHERS AND  
CLAWS AND EYES AND BRAIN ARE STARTING TO BE FORMED IN  
ME. I SIT HERE, FOR A LONG LONG TIME, DEEP IN MY TREE,  
DEEP IN MYSELF, DEEP IN MY EGG, CURLED IN THE BLUEY  
GREEN DARKNESS, WAITING FOR THE MOMENT TO  
PECK MY WAY OUT, WAITING TO BE BORN  
AGAIN, WAITING TO BECOME  
A BIRD.

**M I N A**

**I R O N**

**N O R I**

**A N I M**

SINGS SINGS SINGS HOVERS SINGS SINGS SINGS  
 SINGS SINGS HOVERS SINGS SINGS SINGS HOVERS SINGS HOVERS  
 HOVERS SINGS AS IT HOVERS HOVERS SINGS HOVERS HOVERS HOVERS  
 SINGS SINGS

AS	IT	AND	THE
	SINGS		SKY
AND			LARK
	SINGS	SINGS	
AND		AND	SINGS
	SINGS	AND	
	AND	SINGS	AND
RISES	IT	AND	SINGS
		AND	SINGS
AS			SINGS
	SINGS		SINGS
AND			SINGS
	RISES		SINGS
	IT	SINGS	
	AS	SINGS	
	SINGS	SINGS	
AND		SINGS	
RISES		SINGS	
IT		SINGS	
	AS	SINGS	
	SINGS	SINGS	
AND		SINGS	
RISES		SINGS	
IT		AS	IT
	SINGS		AS
	AND		IT
	RISES		AS
IT			IT
AS			FALLS
	SINGS	FALLS	
	SINGS	SINGS	
	LARK	AS	
	SKY	IT	
	THE	FALLS	

T H E S K Y L A R K



Have a go at writing your own shape poem!

Be inspired!

- Take the shape of an object you use...
- Think of an interesting shape that relates to your poem...
- Use a letter of the alphabet...

You can also write an **acrostic** poem, like SWIFT on page 195...



## **What does David Almond want us to learn from 'My Name is Mina'?**

In pairs, discuss what you have learned today and make notes in the back of your book.

- What are we invited to think about in this chapter?
- Have you learned anything important from this chapter?
- Have you learned anything from or about Mina?

Session 9 Learning Question:

Who is **William Blake** and why is he important to Mina?

Write this question at the top of your page.

What can we **infer** about William Blake?

- List **five** details about William Blake taken from page 18.
- For each detail, write down what it tells you about him.

**Extension:** In what way is Mina like William Blake? Write a paragraph to answer.

'The Schoolboy' is a poem by William Blake about children at school.

As we read the poem, try to work out what William Blake's attitude towards school is.

I love to rise in a summer morn,  
When the birds sing on every tree;  
The distant huntsman winds his horn,  
And the skylark sings with me:  
O what sweet company!



"What mood have I created in this opening stanza?"

But to go to school in a summer morn, -  
O it drives all joy away!  
Under a cruel eye outworn,  
The little ones spend the day  
In sighing and dismay.



"What has school done to the good mood? Which words help you to know this?"



Ah then at times I drooping sit,  
And spend many an anxious hour;  
Nor in my book can I take delight,  
Nor sit in learning's bower,  
Worn through with the dreary shower.



"How does the person in this poem feel about studying?"

How can the bird that is born for joy  
Sit in a cage and sing?  
How can a child, when fears annoy,  
But droop his tender wing,  
And forget his youthful spring!



"What do I compare a child at school to  
in this stanza?"

O father and mother if buds are nipped,  
And blossoms blown away;  
And if the tender plants are stripped  
Of their joy in the springing day,  
By sorrow and care's dismay, -

How shall the summer arise in joy,  
Or the summer fruits appear?  
Or how shall we gather what griefs destroy,  
Or bless the mellowing year,  
When the blasts of winter appear?



"What does Winter do to the Summer?  
Is this similar to what schools do to  
children?"

### Pictionary!

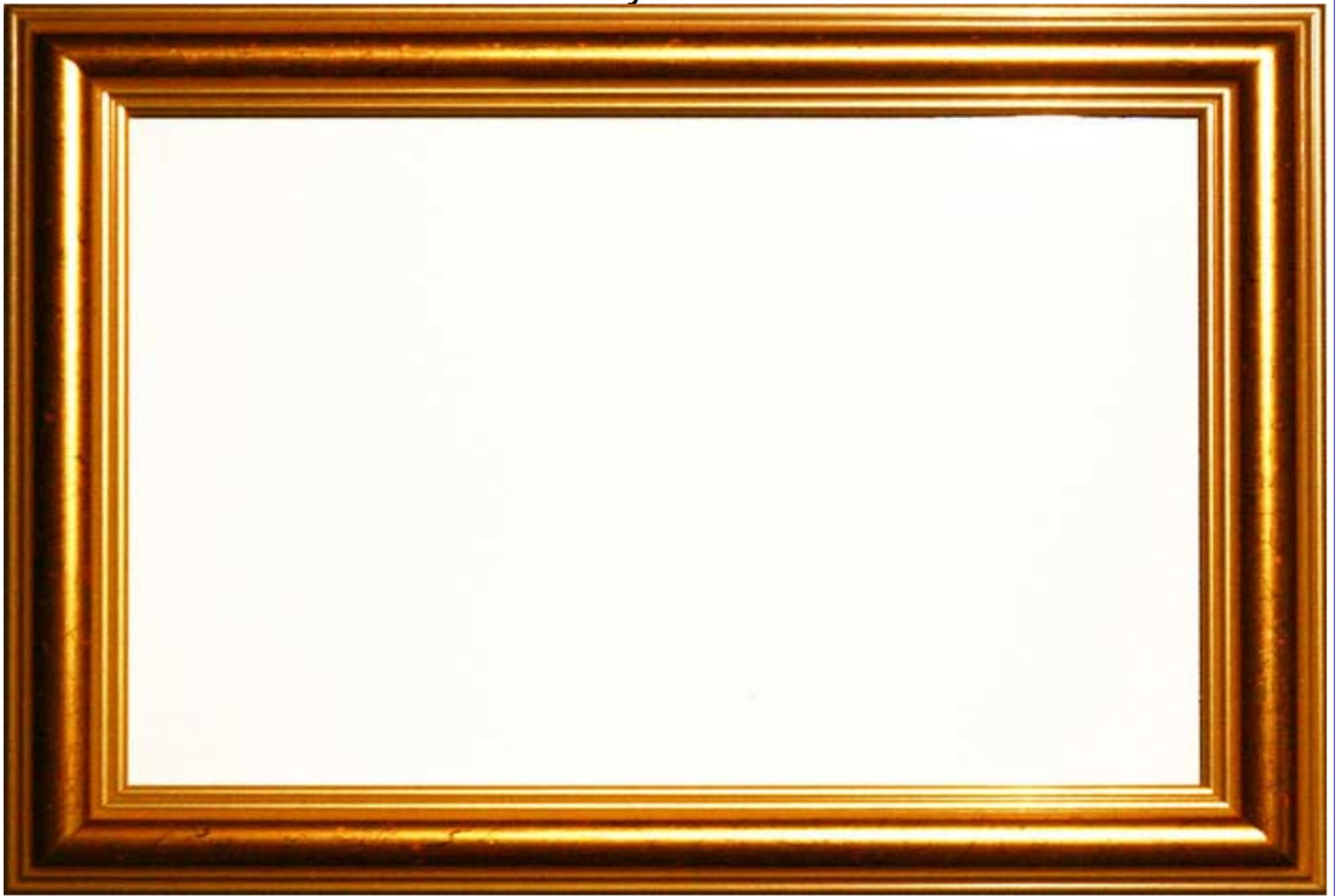
Choose **five** phrases or lines from the poem.

In your book, draw a quick sketch for each phrase. For example:

'And the skylark sings with me'

You will be drawing one of your pictures for the class to guess.  
Whoever guesses correctly will have the next turn.

## Pictionary Board





## **What does David Almond want us to learn from 'My Name is Mina'?**

In pairs, discuss what you have learned today and make notes in the back of your book.

- What are we invited to think about in this chapter?
- Have you learned anything important from this chapter?
- Have you learned anything from or about Mina?

Homework: Write a poem about school.



## Session 10 Learning Question:

What do we learn about Mina from her experience at Corinthian Avenue?

Write this question at the top of your page.

**Discussion question:**

What should we do with a child who is 'too naughty for school'?

A pupil referral unit (PRU) is a type of school that offers short-term alternative education for children who cannot be in mainstream education or are excluded from school.



There are estimated to be over 420 PRUs in the UK.

Parents cannot ask for their child to go to a PRU. The child must be referred by the council.

What do you think?

Line up in the middle of the room.

For each question, decide whether think YES or NO.

On the signal, jump out of line into the section you agree with.

Are PRUs a good idea?

What do you think?

Line up in the middle of the room.

For each question, decide whether think YES or NO.

On the signal, jump out of line into the section you agree with.

Should a child be allowed to  
choose to go to a PRU?

What do you think?

Line up in the middle of the room.

For each question, decide whether think YES or NO.

On the signal, jump out of line into the section you agree with.

Should Mina go to a PRU?



Before we read on, predict what you think will happen to Mina at the Corinthian Avenue PRU.

I predict that...

Be as detailed as you can:

- Who will she meet?
- What will she do?
- Will she enjoy it?

### Questions for Mina

Write three questions that you would like to ask Mina after her day at Corinthian Avenue.

Swap books with your neighbour and answer their questions, as though you were Mina.

Extension: Why do you think Mina chose to tell her story in the 3<sup>rd</sup> person?

- What is the effect of writing about yourself in the 3<sup>rd</sup> person?
- Why would a writer want to write about themselves as though they were somebody else?



## **What does David Almond want us to learn from 'My Name is Mina'?**

In pairs, discuss what you have learned today and make notes in the back of your book.

- What are we invited to think about in this chapter?
- Have you learned anything important from this chapter?
- Have you learned anything from or about Mina?

Session 11 Learning Question:

How is **symbolism** and **motif** used by David Almond?

Write this question at the top of your page.

Do we know what any of these mean?



All of those things were **symbols**.

**Symbolism** = where things are used to **represent** something else.

Copy this definition into your book.

Question: Can you think of anything that has repeatedly occurred in 'My Name is Mina' so far?

- objects?
- places?
- colours?

**Motif** = a recurring (repeated) idea or subject in a piece of art.

Copy this definition into your book.

The next part of 'My Name is Mina' features a heavy use of **motif**.

As we read pages 253 - 264, keep an eye out for any repeated objects/ things/ images. We are going to ascertain (work out) the **motif**.



Time to give Mina her wings!

These wings will be made of feathers that we will attach to her. Each feather must contain a **quote** from the book in which reference is made to birds.

'Extension feathers' can be used to explain a quote:

'I make a rather silly sounding tweeting noise'  
(pg 255)

The word 'tweeting' makes Mina sound fragile and vulnerable. She also describes the noise as 'silly', which suggests that she is not feeling confident

Why Birds?

Brainstorm everything that you associate with birds:

Birds

Thinking about our brainstorm, complete this sentence:

Birds are an important motif in 'My Name is Mina' because...

Develop your answers by using connective phrases:

In addition...

As well as this...

Also...

Furthermore...



## **What does David Almond want us to learn from 'My Name is Mina'?**

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- What are we invited to think about in this chapter?
- Have you learned anything important from this chapter?
- Have you learned anything from or about Mina?

Session 12 Learning Question:

What is **Modernism**?

Write this question at the top of your page.



One of these paintings is **REALIST** and one is **MODERNIST**.

Can you guess which one is which?





**REALIST** art is supposed to be realistic and reflect real life...



...whereas **MODERNIST** art breaks these rules.





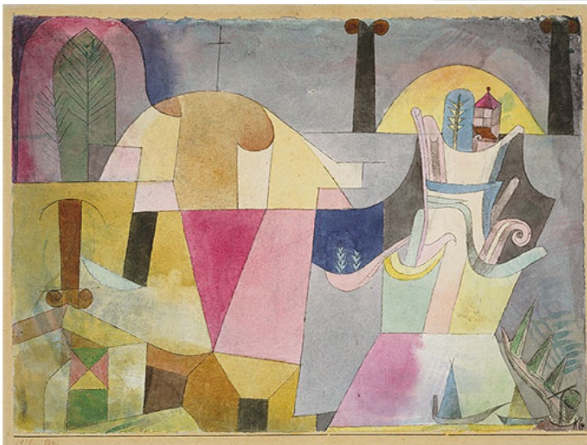
Write a few sentences to describe each picture...

The first picture is...

The second picture is...

**Modernism** doesn't believe that things need to be realistic. Sometimes, **Modernist** art does not appear to 'make sense'.

Paul Klee is a famous **Modernist** artist.





Pablo Picasso is another famous **Modernist** artist, famous for his abstract works.



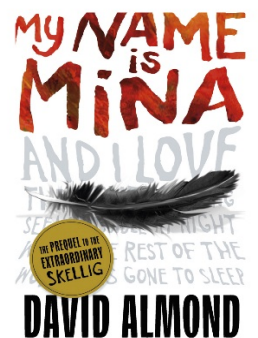
On page 268 of 'My Name is Mina' there is a quote from Picasso himself:

'It took years to learn how to paint like a master, and a lifetime to learn how to paint like a child.'

Discuss: Why would an artist want to paint 'like a child'?



**Modernism** is often about breaking the 'rules' of art.



List 3 - 5 ways in which 'My Name is Mina' breaks the rules of a normal novel. Explain the effect of each 'broken rule'. Eg:

BROKEN RULE:

EFFECT:

Different styles of font



This makes the book more personal and changes the mood of the story in different places.

**Extension:** How far can 'GLIBBERTYSNARK' be seen as a **modernist** piece of writing? Remember that **Modernism**...

...rejects tradition

...breaks the rules

...can be confusing

...is exciting

...is not realistic

...is abstract



## **What does David Almond want us to learn from 'My Name is Mina'?**

In pairs, discuss what you have learned today and make notes in the back of your book.

- What are we invited to think about in this chapter?
- Have you learned anything important from this chapter?
- Have you learned anything from or about Mina?

Session 13 Learning Question:

Who is Mina?

Write this question at the top of your page.

What makes Mina, Mina?

Brainstorm adjectives to describe Mina and write them on individual Post-It notes.

We will use these words to create a Mina word wall. You will have to decide on how positive or negative each word is and place it on the wall accordingly.

POSITIVE

NEGATIVE



What does our wall tell us about Mina's personality?



Copy these questions and write a few sentences in response:

1. Has Mina **developed** or changed at all during the novel?
2. What were the **key events** in Mina's story?
3. What is the best thing about Mina's personality?

Discuss your response with a partner, before we discuss as a class.

The Big Question we have been thinking about since we started reading this novel is:



**What does David Almond  
want us to learn from 'My  
Name is Mina'?**

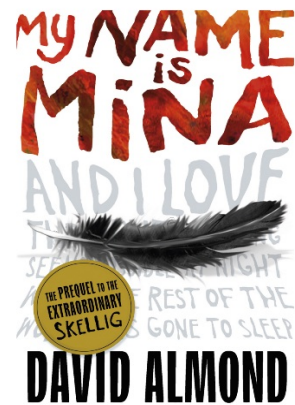
We will be using our notes to write a **dissertation** on this question, starting next lesson.

**dissertation =** an extended essay that explores a text in close detail.

Copy this definition into your book.

## Session 14 Learning question:

What does David Almond invite us to **think** about?



Write this question at the top of your page.

Literature does not exist simply as entertainment. Writers often want us to learn something from their stories. Stories invite us to think about different things and they often contain a number of topics. These topics/ ideas are known as themes.

**Theme =** an idea or topic that is featured or explored in a story

Copy this definition into your book.

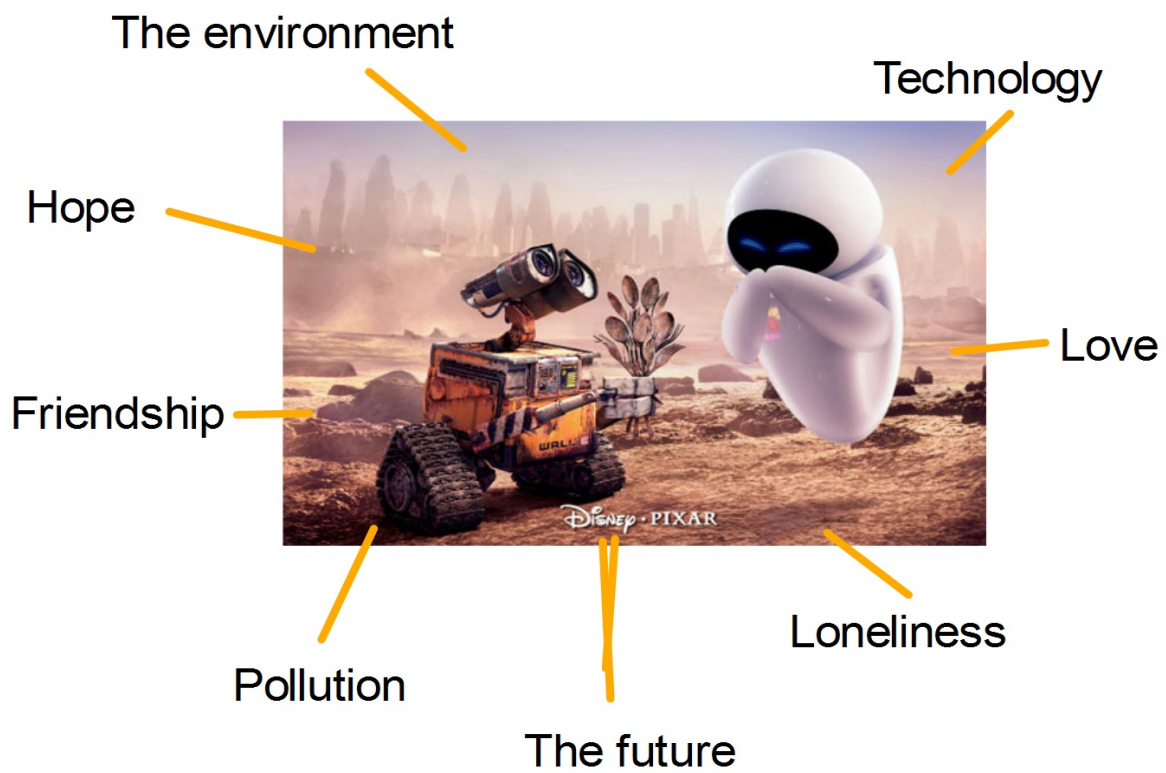
Wall-E is a science-fiction story about the last robot on Earth. But is it really this simple?



Watch the Wall-E trailer and think about the **themes** it invites you to think about...

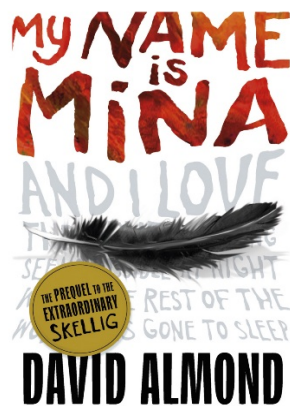


## Themes in Wall-E...



## Themes in 'Mina'?

In pairs or threes, brainstorm as many themes as you can that feature in 'My Name is Mina'. Be ready to feedback to the class...





## Starting your dissertation!

Today, we will draft the introduction to our dissertation essays.  
Your introduction should include:

- A brief outline of the plot/ storyline.
- A brief description of the novel's **main themes**.
- A summary of the question you will be focussing on.

'My Name is Mina' is a novel by David Almond about...

The author focuses on a number of important themes...

This essay will consider what David Almond wants us to learn from his novel, by looking carefully at...

When you have finished you can start planning/ writing the rest of the essay.