

**Grades
7-10**

Unit 11
**“Australian Federation to
World War 2
(& Cooperation)”**

ENGLISH





ENGLISH (Grades 7-10)

“Australian Federation to World War 2 (& the character trait of Cooperation)”

SUMMARY:

This 8-week English course is structured around the book *The Hiding Place* and weekly historical poetry. Each week will include:

- **Lesson 1:** Guided reading and analysis of *The Hiding Place*
- **Lesson 2:** Study of a poem tied to that week’s Australian History theme
- **Lesson 3:** Continued reading of *The Hiding Place* with application tasks

Each lesson will:

- Address **Language, Literature, and Literacy** Content Descriptions for **Years 7–8** and **Years 9–10**
- Include **detailed instructions** for independent or tutor-guided study
- Integrate the minor theme of **Cooperation** where appropriate

RESOURCES:

- ‘The Hiding Place’ by Corrie ten Boom
- Each student will also need an English Journal (i.e., a lined exercise book for writing responses to questions and creative writing activities).
- It is also helpful to have a good dictionary.
- All the other information you need is included within the informational story in each lesson plan. The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some art and craft materials.
- Three lessons a week will provide the basic learning to address the Australian Curriculum. To enjoy a richer learning experience, you could supplement the lessons with extra reading and research about the topics in this unit, from your local library.

Some suggestions for extra reading include but are not limited to...

- To be advised

Contents

Week	Description	Page
Week 1	1. The One-Hundredth Birthday Party 2. A Poetic Vision of Australia 3. Anchored in Love and Conviction	
Week 2	4. Broken Dreams, Unbroken Faith 5. The Australian 6. A Time for Everything	
Week 3	7. Fear, Faith & Forgiveness 8. Democracy 9. A Light in the Darkness	
Week 4	10. Networks of Faith & Action 11. The House of Lee 12. Choices in the Shadows	
Week 5	13. Betrayal at the Beginning of Suffering 14. Gallipoli 15. Learning to Wait in Darkness	
Week 6	16. Holding onto Identity 17. In the Park 18. Letters and Light	
Week 7	19. A Place of Ministry 20. The Fellowship of the Unashamed 21. Betsie's Vision	
Week 8	22. The Victory of Forgiveness 23. Brotherhood 24. A Life Poured Out	
Week 9	Assessment	

WEEK 1	

Lesson 1: A Hiding Place and a Heritage

Text: *The Hiding Place* by Corrie ten Boom, Chapter 1 - "The One Hundredth Birthday Party"

Lesson Focus:

Students begin reading *The Hiding Place* and explore how character, setting, and tone are introduced. They examine how the historical context influences meaning and reflect on themes of cooperation and heritage in a Christian family setting.

Self-Tutorial Instructions

1. Context Reflection

Read aloud or discuss with a tutor/parent:

The Hiding Place is a true story of a Dutch Christian family who helped Jews escape the Nazis during World War II. But before danger came, Corrie ten Boom lived a peaceful life above a watch shop with her father, sisters, and a close-knit Christian community.

Task:

In your English Journal, write a short paragraph (3 – 5 sentences) explaining how a family's values can influence what someone becomes in later life.

Addresses Curriculum:

- AC9E7LE03, AC9E8LE03, AC9E9LE02, AC9E10LE01

2. Read Chapter 1: "The One Hundredth Birthday Party"

Read aloud or silently. As you read:

- Highlight/underline (or make notes in your English Journal) descriptive language (especially about characters or the setting)
- Mark where different people in the community come to celebrate the birthday
- Note the way the Ten Boom family cooperate in hosting the event

3. Narration

Preferably, do this narration (retelling activity) in person, talking to your parent/tutor or a study-buddy. If no person is available, then write the answers in your English Journal.

Tell someone in your own words what happened in this chapter. Focus on:

- Whose birthday is being celebrated
- What Corrie remembers about her home and family
- What values and personality traits are already clear in the story

Addresses Curriculum:

- *AC9E7LY01, AC9E8LY01, AC9E9LY03, AC9E10LY02*
-

4. Teaching about Narrative Techniques

Fiction and non-fiction authors use ‘Narrative Techniques’ which play an important role in developing a story - taking the writer’s message and presenting it to their audience in a deliberate way.

The individual elements of different narrative techniques can be broken down into six distinct categories:

Character; Perspective; Plot; Setting; Style; Theme.

Specific ‘narrative techniques’ include but are not limited to: Dramatic Opener (or Narrative Hook); Foreshadowing; Flashback or Flash-forward; Red-Herring; Cliff-hanger; Epiphany; Sensory Detail; Plot Twist; Story-within-a-story; etc.

5. Comprehension Questions

Either discuss these questions with your parent/tutor, or write the answers in your English Journal.

Years 7 - 8:

- What does the Beje (the Ten Boom house) feel like to Corrie? Why?
- How do Corrie and her siblings work together to prepare for the party?
- What do you notice about the way Corrie talks about her father?

Years 9 - 10:

- What narrative techniques does Corrie use to blend memory and present action?
- How does the first chapter establish the tone of the story? Choose a passage that shows whether the tone is warm, nostalgic, or another mood.
- What do we learn about the historical and religious context of Corrie’s family life?

Addresses Curriculum:

- *AC9E7LE03, AC9E8LE03, AC9E9LE02, AC9E10LE01*
-

6. Literary Language Analysis

Either discuss these questions with your parent/tutor, or write the answers in your English Journal.

Task: Choose three of the following language features found in Chapter 1 and explain how Corrie ten Boom uses them effectively:

- Imagery (describing sights, smells, and sounds)
- Dialogue (especially interactions with her father)
- Modality (words like “always,” “never,” “must”)
- Symbolism (e.g. clocks, home, community)

Write one paragraph for each language feature explaining:

- What it is
- A quote that shows it
- How it shapes the reader’s impression of the characters or tone

Addresses Australian Curriculum:

- AC9E7LA05, AC9E8LA06, AC9E9LA03, AC9E10LA03
-

7. Writing Task: Descriptive Paragraph

Prompt:

In your English Journal, write a paragraph describing a place that feels safe or special to you. Use imagery and emotion like Corrie does when describing her home.

Years 7 - 8: Write one well-structured paragraph

Years 9 - 10: Write two linked paragraphs showing development of tone

Focus on sentence variety, emotion, and vivid sensory details.

Addresses Australian Curriculum:

- AC9E7LA05, AC9E8LA06, AC9E9LA03, AC9E10LA03
-

8. Theme Focus: Cooperation

Corrie’s family members each play a role in preparing the house for the party. Their teamwork is loving, cheerful, and voluntary.

Task:

Write 3 - 5 sentences about one way the Ten Boom family showed cooperation. Then reflect: How can a family today show Christian cooperation in everyday life?

Addresses Australian Curriculum:

- AC9E7LE03, AC9E8LE03, AC9E9LE02, AC9E10LE01
-

9. Wrap-Up Thought

In this chapter, we meet a joyful Christian home built on tradition, unity, and quiet strength. The love and cooperation in the Ten Boom family didn't just come from good manners-it came from faith. That foundation prepared them for extraordinary times ahead.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA05** Recognise language used to evaluate texts, including how modality can express certainty, probability and obligation.
- **AC9E7LE03** Reflect on the contexts in which texts are created and received, identifying how these influence meaning.
- **AC9E7LY01** Use comprehension strategies to interpret, analyse and synthesise ideas and information in texts.

Year 8:

- **AC9E8LA06** Examine how authors create meaning and influence audiences when exploring ethical positions.
- **AC9E8LE03** Examine the influence of context on the construction of characters, setting and events in literary texts.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations in literary texts.

Year 9:

- **AC9E9LA03** Analyse how authors use language to represent ideas, events and people.
- **AC9E9LE02** Analyse how themes and characters are created using text structures and language features.
- **AC9E9LY03** Analyse and evaluate how authors organise ideas to achieve their purpose.

Year 10:

- **AC9E10LA03** Evaluate how language features establish tone and create stylistic effects.
- **AC9E10LE01** Analyse how representations of people, places, events and concepts are influenced by contexts.
- **AC9E10LY02** Use comprehension strategies to compare and contrast ideas and opinions in texts.

Lesson 2: A Poetic Vision of Australia

Poem: “Song of Australia” by Henry Lawson (1906)

Historical Connection: Australian Federation (1901)

Lesson Focus:

Students will study Henry Lawson’s “Song of Australia,” exploring the language, values, and literary devices Lawson used to promote a unified, peaceful national identity. The lesson draws links to the Federation period and celebrates patriotic cooperation and hope.

1. Read the Poem Aloud

“Song of Australia” - Henry Lawson (1906)

The skies are blue, the sun is bright,
The birds are singing gay;
The gum trees blossom day and night,
And peace is ours always.

The flag we love is floating high
Above the happy land;
The children sing it joyfully,
With open heart and hand.

We march beneath its starry blue
In hope and unity;
And what we dream we’ll see come true-
Australia fair and free.

The songs of nations rise and fall,
But ours shall ever be
A song of peace, goodwill to all,
And glorious liberty.

So children, sing the song again,
And may your voices ring-
Till all the world shall hear the strain,
And with us freedom sing!

2. Narration Activity

In your own words, explain what the poem is about. Speak aloud or write 4 - 6 sentences answering:

- What images or ideas stood out?
- What is the poet saying about Australia?

- How does the poem make you feel?

Addresses Australian Curriculum:

AC9E7LY02, AC9E8LY01, AC9E9LY02, AC9E10LY01

3. Comprehension Questions

Either discuss these questions with your parent/tutor, or write the answers in your English Journal.

Years 7 - 8:

- What mood does Lawson create in the poem? How?
- What phrases describe the Australian environment positively?
- What does the poet want “children” to do with the song?

Years 9 - 10:

- How does Lawson use poetic structure and repetition to unify his message?
- What ideals of nationhood and identity are expressed?
- How does this poem reflect the cultural mood around Federation?

Addresses Australian Curriculum:

AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

4. Language and Literary Devices

Either discuss these questions with your parent/tutor, or write the answers in your English Journal.

Task: Identify and explain how Lawson uses at least **three** of the following poetic devices in “Song of Australia”:

- Rhyme
- Repetition
- Symbolism (e.g., the flag, song, freedom)
- Imagery (descriptions of Australia)
- Alliteration or assonance

For each device, write:

1. A quote showing the device
2. What effect it creates
3. How it helps the poem feel unified, hopeful, or patriotic

Addresses Australian Curriculum:

AC9E7LA03, AC9E8LA04, AC9E9LA04, AC9E10LA04

5. Vocabulary Activity: Deep Meaning Words

Choose five powerful or symbolic words from the poem. Recreate this table in your English Journal:

Word	Meaning	Emotional Effect	Sentence of Your Own
e.g. liberty	Freedom from control	Inspires pride and hope	True liberty must be protected.

Addresses Australian Curriculum:
AC9E9LA04, AC9E10LA04

6. Creative Task: Write a Verse

Prompt: Write your own 4-line stanza about Australia that includes a theme of **unity** or **peace**.

Years 7 - 8: Use simple rhyme or repetition.

Years 9 - 10: Use one poetic device (e.g., metaphor or imagery).

Optional Example Starter:

Beneath one sky, we walk as one,
From desert red to coastal foam...

Addresses Australian Curriculum:
AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

7. Historical and Cultural Context

Either discuss these questions with your parent/tutor, or write the answers in your English Journal.

Discussion/Short Writing:

- How does this poem reflect the mood of early 20th-century Australia after Federation?
- What kind of nation does Lawson imagine Australia to be?
- Why might Lawson have chosen to focus on children and singing?

Reflect on how **cooperation** and unity are celebrated.

Addresses Australian Curriculum:
AC9E7LE03, AC9E8LE02, AC9E9LY02, AC9E10LE01

Wrap-Up Thought

“Song of Australia” reflects a poet’s vision for a peaceful, free and united nation. As the new century dawned, Lawson encouraged Australians to sing in harmony-not just musically, but in their hopes, identity and action. It is a powerful reminder that nation-building begins with shared values and the cooperation of every voice.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA03** Understand how language features, including sentence structures, vocabulary and literary devices, can be used for particular purposes and effects.
- **AC9E7LE02** Analyse and explain how language features and text structures are used in literary texts to engage and influence audiences.
- **AC9E7LY02** Use comprehension strategies to analyse and compare information and ideas in texts.

Year 8:

- **AC9E8LA04** Recognise how language shapes representations of people, places, events and concepts, and evaluate the effectiveness of these representations.
- **AC9E8LE02** Analyse how language features, literary devices and text structures are used to represent themes, characters and settings in literary texts.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA04** Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion.
- **AC9E9LE01** Analyse and explain how text structures, language features and literary devices combine in literary texts to influence readers.
- **AC9E9LY02** Apply comprehension strategies to compare and evaluate representations of people, places, events and concepts in texts.

Year 10:

- **AC9E10LA04** Evaluate the ways that authors use text structures and language to represent ideas, issues and themes in literary texts.
- **AC9E10LE02** Analyse how literary devices and language features in texts influence audience understanding of characters, settings and events.
- **AC9E10LY01** Apply comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 3: Anchored in Love and Conviction

Text: *The Hiding Place* by Corrie ten Boom, Chapter 2 - “Full Table”

Lesson Focus:

In this chapter, Corrie remembers events from her childhood that shaped her understanding of death, grief, and faith. The lesson explores character development, spiritual themes, and literary techniques used to represent emotion and conviction.

1. Reading: Chapter 2 - “Full Table”

Read the chapter aloud or silently. While reading:

- Underline or highlight (or make notes in your English Journal) any symbols or metaphors (e.g. the train ticket)
 - Note phrases where Father Ten Boom speaks wisdom or spiritual truth
 - Watch for how the story moves from memory to lesson, using tone and imagery
-

2. Narration Activity

Preferably, do this narration (retelling activity) in person, talking to your parent/tutor. However, if they are not available, then write the answers in your English Journal.

Retell the events of the chapter in your own words. Include:

- The key event involving Corrie and the concept of death
- What Father Ten Boom says about God's timing and provision
- What message or theme stands out to you

You may speak aloud to a parent/tutor or write a narration paragraph.

Addresses Australian Curriculum:

AC9E7LY01, AC9E8LY01, AC9E9LY01, AC9E10LY02

3. Comprehension and Interpretation Questions

Years 7 - 8:

- What makes Corrie afraid in this chapter?
- What is her father's response when she asks about death?
- How does this chapter show the family's love and faith?

Years 9 - 10:

- What metaphor does Corrie's father use to explain God's timing? How does it reflect his theology?
- How does the author develop tone in this scene? Is it sorrowful, peaceful, reflective-or a mix?
- How does Corrie's family context shape her understanding of life and faith?

Addresses Australian Curriculum:

AC9E7LE01, AC9E8LE01, AC9E9LE02, AC9E10LE01

4. Language Focus: Metaphor and Tone

Key metaphor: The "train ticket" - her father says God gives us what we need at the right time, not before.

Task:

Write a paragraph explaining:

- What the metaphor means literally and spiritually
- How it creates a peaceful or reassuring tone
- Why it's an effective way to teach a child about trust

Extension (Years 9 - 10): Identify a second metaphor or symbol in the chapter and evaluate its effectiveness.

Addresses Australian Curriculum:

AC9E7LA05, AC9E8LA04, AC9E9LA04, AC9E10LA03

5. Character Exploration: Corrie and Her Father

Reproduce this chart in your English Journal. Don't put a line under the row for Corrie until you have written your full answer; then rule the line and progress to your answer for 'Father'. Complete the character chart below based on what we learn in Chapter 2.

Character	What they do or say	What it shows about them	Evidence from text
Corrie			
Father			

Add at least 2 entries per character.

Addresses Australian Curriculum:

AC9E7LE01, AC9E8LE01, AC9E9LE02, AC9E10LE01

6. Writing Task: Personal Reflection

Prompt: Write about a time when you were worried about something you didn't understand. Did someone help you? Did it make more sense later?

Years 7 - 8: Write one paragraph

Years 9 - 10: Write two well-structured paragraphs. Use reflective tone and include a metaphor or simile.

Try to include:

- Sensory language (e.g. "I felt as if...")
- Shifts in emotion (from fear to peace, confusion to clarity)

Addresses Australian Curriculum:

AC9E7LA05, AC9E8LA04, AC9E9LA04, AC9E10LA03

7. Theme Discussion: Obedience and Cooperation with God

Corrie does not fully understand death or God's ways, but she learns to trust Him through her father's calm wisdom.

Prompt:

Write 3 - 5 sentences explaining:

- How Corrie shows obedience by accepting her father's answer
- How the Ten Boom family cooperates in building one another's faith

Extension (Years 9 - 10): How can spiritual cooperation within a family prepare individuals for hardship?

Addresses Australian Curriculum:

AC9E7LE01, AC9E8LE01, AC9E9LE02, AC9E10LE01

Wrap-Up Thought

Corrie's early lessons in faith and obedience were not about knowing all the answers, but about learning to trust. The calm wisdom of her father and the support of her family created a firm foundation. This quiet moment is more than a memory—it's preparation for the storms ahead.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA05** Recognise language used to evaluate texts, including how modality can express certainty, probability and obligation.
- **AC9E7LE01** Examine the ways that language features, text structures and literary devices shape meaning in literary texts.
- **AC9E7LY01** Use comprehension strategies to interpret, analyse and synthesise ideas and information in texts.

Year 8:

- **AC9E8LA04** Recognise how language shapes representations of people, places, events and concepts, and evaluate the effectiveness of these representations.

- **AC9E8LE01** Explore how themes and ideas are developed in literary texts through characterisation, setting and plot structure.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA04** Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion.
- **AC9E9LE02** Analyse how themes and characters are created using text structures and language features.
- **AC9E9LY01** Apply comprehension strategies to compare and evaluate representations of events, issues and characters.

Year 10:

- **AC9E10LA03** Evaluate how language features establish tone and create stylistic effects in literary texts.
- **AC9E10LE01** Analyse how representations of people, places, events and concepts are influenced by contexts.
- **AC9E10LY02** Use comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 4: Broken Dreams, Unbroken Faith

Text: *The Hiding Place*, Chapter 3 - “Karel”

Lesson Focus:

In this lesson, Corrie experiences her first heartbreak. Through literary analysis and personal reflection, students explore how language expresses emotional tone, how authors reveal character through events, and how Corrie’s obedience and faith shaped her response to disappointment.

1. Read: Chapter 3 - “Karel”

As you read:

- Underline (or note in your English Journal) moments when Corrie expresses strong emotion (e.g. hope, love, loss)
 - Highlight any dialogue that reveals her feelings or beliefs
 - Observe how the narrative structure builds tension and release
-

2. Narration Activity

Retell the chapter in your own words to a parent or tutor (or in writing). Focus on:

- Who Karel is and Corrie’s feelings for him
- What Corrie expects and what happens instead
- How her father responds and comforts her

Addresses Australian Curriculum:

AC9E7LY02, AC9E8LY01, AC9E9LY03, AC9E10LY01

3. Comprehension and Analysis

In this activity you may either discuss your answers with your parent/tutor, or write the answers in your English Journal.

Years 7 - 8:

- How does Corrie describe Karel? Why does she love him?
- What changes Corrie’s feelings or expectations?

- What does her father say about love?

Years 9 - 10:

- How does the author create emotional tension through structure and pacing?
- What is revealed about Corrie's spiritual maturity by her reaction?
- How does this chapter prepare the reader for future trials?

Addresses Australian Curriculum:

AC9E7LE01, AC9E8LE02, AC9E9LE01, AC9E10LE02

4. Language and Literary Devices

Corrie's emotions are conveyed through tone, metaphor, and structure.

Task:

Identify three techniques used to express emotion. For each:

- Quote the text
- Identify the technique (e.g. metaphor, repetition, direct address)
- Explain how it deepens the emotional or spiritual impact

Examples might include:

- "The bleeding ache in my chest" – metaphor
- "We would grow old together" – foreshadowing or idealism

Addresses Australian Curriculum:

AC9E7LA03, AC9E8LA05, AC9E9LA03, AC9E10LA04

5. Writing Task: Personal Reflection

Prompt: Write about a time when your hopes didn't come true. What did you learn from that experience? Did someone help you? Did you discover something about your faith?

Years 7 - 8: One paragraph

Years 9 - 10: Two paragraphs with emotional tone and reflective insight

Use expressive vocabulary and try to mirror Corrie's emotional honesty.

Addresses Australian Curriculum:

AC9E7LA03, AC9E8LA05, AC9E9LA03, AC9E10LA04

6. Character Analysis

Fill in the table based on Chapter 3:

Character	Feelings or Choices	What This Reveals	Evidence (quote or paraphrase)
Corrie			
Father			

Try to include:

- Corrie's inner conflict and acceptance
- Father Ten Boom's wisdom and compassion

Addresses Australian Curriculum:

AC9E7LE01, AC9E8LE02, AC9E9LE01, AC9E10LE02

7. Theme Focus: Obedience, Trust, and Family Support

Corrie must accept that her plans are not God's plans. Her father teaches her to love without fear and to trust God fully.

Task: Reflect in 3 - 5 sentences:

- How does Corrie show obedience to God's direction?
- How do her family's actions reflect cooperation and love?

Extension (Years 9 - 10): What kind of spiritual strength is gained when we surrender our dreams to God's will?

Addresses Australian Curriculum:

AC9E7LE01, AC9E8LE01, AC9E9LE01, AC9E10LE01

Wrap-Up Thought

Corrie's heartbreak is more than a loss-it is a preparation. In the fire of disappointment, her faith is refined. Through her father's comfort and her quiet obedience, we see a glimpse of the courage she will need in the years to come.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA03** Understand how language features, including sentence structures, vocabulary and literary devices, can be used for particular purposes and effects.
- **AC9E7LE01** Examine the ways that language features, text structures and literary devices shape meaning in literary texts.
- **AC9E7LY02** Use comprehension strategies to analyse and compare information and ideas in texts.

Year 8:

- **AC9E8LA05** Understand how authors innovate with text structures and language for specific purposes and effects.
- **AC9E8LE02** Analyse how language features, literary devices and text structures are used to represent themes, characters and settings in literary texts.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA03** Analyse how authors use language to represent ideas, events and people.
- **AC9E9LE01** Analyse and explain how text structures, language features and literary devices combine in literary texts to influence audiences.
- **AC9E9LY03** Analyse and evaluate how authors organise ideas to achieve their purpose.

Year 10:

- **AC9E10LA04** Evaluate the ways that authors use text structures and language to represent ideas, issues and themes in literary texts.
- **AC9E10LE02** Analyse how literary devices and language features in texts influence audience understanding of characters, settings and events.
- **AC9E10LY01** Apply comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 5: "The Australian" by E.J. Brady

Poem: "The Australian" (excerpt) by E.J. Brady

Historical Connection: Australian States, Regions & Civic Life

Note: First published 1911, this poem celebrates the character and civic ideals of the Australian people, focusing on resilience, diversity, and unity.

Lesson Focus:

Students will explore how E.J. Brady's poem celebrates Australian civic virtues such as resilience, hospitality, and fairness. They will analyse literary techniques, interpret national values, and reflect on the cooperative spirit described in the poem.

Note: The word 'grub' in the poem is an Australian slang word for 'food' or 'a meal'.

Poem Excerpt: "The Australian" by E.J. Brady

His hat is battered, his step is firm,
His gaze is frank and free;
He laughs at drought and fire and flood,
He makes the desert tree.

He builds his home where the mulga grows,
On the edge of the blazing scrub,
He lives in peace with the harshest land
And gives the stranger grub.

For he's a man with a heart and hand
And a mind to do and dare-
The best thing made in a southern land,
With a creed that is just and fair.

1. Narration Activity

Explain the message of the poem in your own words. Who is "the Australian" described here? What qualities does he have? What image of Australia does this create?

Speak aloud to a parent/tutor or write 4 - 5 sentences.

Addresses Australian Curriculum:

AC9E7LY02, AC9E8LY01, AC9E9LY02, AC9E10LY01

2. Comprehension and Analysis Questions

Either discuss these questions with your parent/tutor, or write the answers in your English Journal.

Years 7 - 8:

- What kind of person is “the Australian” described in the poem?
- What words show he is strong and helpful?
- Why might these values have been important in early Australian society?

Years 9 - 10:

- How does the poem represent civic values like justice, fairness, and hospitality?
- What language devices create admiration or pride in this figure?
- What historical or regional influences might have shaped the poet’s view?

Addresses Australian Curriculum:

AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

3. Literary Device Study

Task: Listed are three poetic devices used in the poem. Read the analysis of each one and then read it again in its context within the poem.

Device	Quote	What it shows or creates
Alliteration	“desert tree”	Hardship and growth imagery
Symbolism	“hat is battered”	A rugged, hardworking character
Contrast	“fire and flood”	Harsh climate vs. strong spirit

Explain how each device contributes to the civic theme of resilience and cooperation.

Addresses Australian Curriculum:

AC9E7LA03, AC9E8LA04, AC9E9LA04, AC9E10LA04

4. Vocabulary Activity

Find these four strong words or phrases in the poem and complete the chart.

Word/Phrase	Meaning or Emotion	Your Own Sentence
battered hat	worn but enduring	
just and fair	morally upright	
do and dare	action and courage	
blazing scrub	harsh environment	

Addresses Australian Curriculum:

AC9E9LA04, AC9E10LA04

5. Writing Task: Who Is the “Australian” Today?

Prompt: Write a paragraph describing what an ideal “Australian citizen” looks like today. Try to include:

- Personal values (e.g. courage, fairness, hospitality)
- Civic contributions (e.g. helping others, volunteering, standing for justice)
- Any contrast with Brady’s time

Years 7 - 8: One paragraph

Years 9 - 10: Two paragraphs, using vivid description and one literary device (e.g. metaphor or contrast)

Addresses Australian Curriculum:

AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

6. Theme Reflection: National Identity and Cooperation

Prompt:

In this poem, cooperation isn’t just a task-it’s a character trait. The Australian is someone who “gives the stranger grub,” [‘grub’ means a meal] shares hardship, and holds a “creed that is just and fair.”

Write 3 - 5 sentences on how civic cooperation and identity are presented in this poem.

Extension (Years 9 - 10): How do these ideas still matter in a modern multicultural society?

Addresses Australian Curriculum:

AC9E7LE02, AC9E8LE02, AC9E9LY02, AC9E10LY01

Wrap-Up Thought

E.J. Brady paints “the Australian” not just as a man, but as a moral figure-someone built by the land and committed to fairness, courage, and unity. It’s a picture of the national character in its earliest stages: diverse states and regions being bound together by shared values, one citizen at a time.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA03** Understand how language features, including sentence structures, vocabulary and literary devices, can be used for particular purposes and effects.
- **AC9E7LE02** Analyse and explain how language features and text structures are used in literary texts to engage and influence audiences.
- **AC9E7LY02** Use comprehension strategies to analyse and compare information and ideas in texts.

Year 8:

- **AC9E8LA04** Recognise how language shapes representations of people, places, events and concepts, and evaluate the effectiveness of these representations.
- **AC9E8LE02** Analyse how language features, literary devices and text structures are used to represent themes, characters and settings in literary texts.

- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA04** Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion.
- **AC9E9LE01** Analyse and explain how text structures, language features and literary devices combine in literary texts to influence audiences.
- **AC9E9LY02** Apply comprehension strategies to compare and evaluate representations of people, places, events and concepts in texts.

Year 10:

- **AC9E10LA04** Evaluate the ways that authors use text structures and language to represent ideas, issues and themes in literary texts.
- **AC9E10LE02** Analyse how literary devices and language features in texts influence audience understanding of characters, settings and events.
- **AC9E10LY01** Apply comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 6: A Time for Everything

Text: *The Hiding Place*, Chapter 4 - “The Watch Shop”

Lesson Focus:

In this chapter, Corrie grows into her calling-managing the family’s watch shop. The lesson explores how work, identity, and obedience are linked, and how the family’s faith shapes their ordinary life. Literary focus includes narrative structure, tone, and sentence-level characterisation.

1. Read Chapter 4 - “The Watch Shop”

As you read, pay attention to:

- Corrie’s thoughts and emotions as she takes on responsibility
 - How the narrative moves between personal memory and wider reflection
 - Any references to time (literal and symbolic)
-

2. Narration Activity

Retell what happens in your own words. Include:

- What changes for Corrie in this chapter
- How she responds to pressure or responsibility
- How her family’s faith and values are shown through daily life

You may speak or write your response in your English Journal.

Addresses Australian Curriculum:

AC9E7LY01, AC9E8LY01, AC9E9LY03, AC9E10LY02

3. Comprehension and Literary Analysis

Discuss with your parent/tutor, or write answers in your English Journal.

Years 7 - 8:

- What job does Corrie take on in the watch shop?
- How do the workers treat her?
- What does she learn about herself?

Years 9 - 10:

- How does Corrie's language reflect inner growth and self-doubt?
- What is the relationship between the setting (the shop) and Corrie's identity?
- How does the structure of the chapter highlight themes of time, maturity, and obedience?

Addresses Australian Curriculum:

AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01

4. Language Focus: Characterisation through Syntax and Tone

Corrie's thoughts are often conveyed through sentence structure and pacing.

Task:

Choose one paragraph where Corrie reflects on herself.

- How do the sentence lengths vary?
- Are her thoughts confident or hesitant?
- What emotions are conveyed through punctuation or repetition?

Years 9 - 10: Identify use of **complex sentences** and how they reveal Corrie's state of mind.

Addresses Australian Curriculum:

AC9E7LA04, AC9E8LA05, AC9E9LA02, AC9E10LA03

5. Vocabulary in Context

List and define five words or phrases related to:

- The watch business
- Corrie's changing role
- Emotional expression

Example:

Word/Phrase	Meaning	Your Own Sentence
Apprentice	a person learning a trade	Corrie became the apprentice to her own father in watchmaking.

Addresses Australian Curriculum:

AC9E9LA02, AC9E10LA03

6. Writing Task: A Time When You Took Responsibility

Prompt:

Write about a time you had to take on a new role or responsibility. What did you learn? How did you grow?

Years 7 - 8: Write one paragraph

Years 9 - 10: Write two paragraphs including reflection and sentence variety (short and long for effect)

Addresses Australian Curriculum:

AC9E7LA04, AC9E8LA05, AC9E9LA02, AC9E10LA03

7. Theme Reflection: Obedience and Daily Faithfulness

This chapter shows that obedience doesn't always involve dramatic events. Sometimes it means doing the task in front of us with a faithful spirit.

Prompt:

What does Corrie's willingness to manage the shop teach us about obedience to God's leading? How did her family cooperate in the changes?

Extension (Years 9 - 10): How does the mundane prepare us for the meaningful?

Addresses Australian Curriculum:

AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01

Wrap-Up Thought

Corrie may not have imagined her life managing watches, but God was preparing her through small acts of service. In her faithfulness, we glimpse a truth echoed in Scripture: *"Whoever is faithful in little, will also be faithful in much"* (Luke 16:10). Obedience is often forged in the quiet seasons of responsibility.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA04** Understand how language features and text structures can be used to achieve particular effects.
- **AC9E7LE03** Reflect on the contexts in which texts are created and received, identifying how these influence meaning.
- **AC9E7LY01** Use comprehension strategies to interpret, analyse and synthesise ideas and information in texts.

Year 8:

- **AC9E8LA05** Understand how authors innovate with text structures and language for specific purposes and effects.
- **AC9E8LE01** Explore how themes and ideas are developed in literary texts through characterisation, setting and plot structure.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA02** Investigate how complex sentences can be used to express subtleties in characters' thoughts and motivations.
- **AC9E9LE02** Analyse how themes and characters are created using text structures and language features.
- **AC9E9LY03** Analyse and evaluate how authors organise ideas to achieve their purpose.

Year 10:

- **AC9E10LA03** Evaluate how language features establish tone and create stylistic effects in literary texts.
- **AC9E10LE01** Analyse how representations of people, places, events and concepts are influenced by contexts.
- **AC9E10LY02** Use comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 7: Fear, Faith, and Forgiveness

Text: *The Hiding Place*, Chapter 5 - “Invasion”

Lesson Focus:

In this chapter, war arrives in the Netherlands. The tone shifts dramatically, and Corrie begins to understand the dangers and moral choices ahead. Students will explore tone, metaphor, emotional tension, and the emergence of faith in the face of fear.

1. Read Chapter 5 - “Invasion”

As you read:

- Notice how Corrie describes the moment war begins
 - Watch for shifts in tone—from peace to tension, then to purpose
 - Notice how Corrie’s thoughts move between fear and trust
-

2. Narration Activity

Retell the main events of the chapter in your own words. Include:

- What changes in Corrie’s world
 - How the family reacts to the invasion
 - What Corrie feels and learns about fear and forgiveness
-

Addresses Australian Curriculum:

AC9E7LY01, AC9E8LY01, AC9E9LY03, AC9E10LY02

3. Comprehension & Literary Analysis

Years 7 - 8:

- What does Corrie hear on the night the war begins?
- What are her first emotional reactions?
- What does she learn about fear and prayer?

Years 9 - 10:

- How does Corrie’s internal monologue deepen the emotional tone of the chapter?
- What spiritual principles are embedded in her thoughts?
- How does this chapter mark a turning point in the narrative?

Addresses Australian Curriculum:

AC9E7LE03, AC9E8LE03, AC9E9LE02, AC9E10LE01

4. Language Focus: Tone and Emotional Language

Task: Identify at least two passages that show shifts in tone.

Example:

“It was five-thirty in the morning when the invasion began...”

For each passage:

- Identify the language features that show tone (e.g. short sentences, strong adjectives)
- Explain how the tone changes the mood
- Discuss the emotional effect on the reader

Extension (Years 9 - 10): Describe how sentence length and structure create urgency or stillness.

Addresses Australian Curriculum:

AC9E7LA04, AC9E8LA05, AC9E9LA03, AC9E10LA03

5. Writing Task: Responding to Crisis

Prompt:

Imagine you are Corrie. Write a short diary entry the night the invasion begins.

Include:

- Your fears
- Your observations
- A prayer or thought of trust

Years 7 - 8: One paragraph in first person

Years 9 - 10: Two paragraphs, using emotion and reflection

Addresses Australian Curriculum:

AC9E7LA04, AC9E8LA05, AC9E9LA03, AC9E10LA03

6. Reflection on Theme: Obedience in the Face of Fear

Corrie begins to learn that obedience to God does not mean being unafraid-it means trusting Him through the fear.

Task: Write 3 - 5 sentences about:

- How Corrie responded with obedience to God in this chapter
- How her family cooperated to support one another

Extension (Years 9 - 10): How is this moment preparing Corrie-and the reader-for greater spiritual battles ahead?

Addresses Australian Curriculum:

AC9E7LE03, AC9E8LE03, AC9E9LE02, AC9E10LE01

Wrap-Up Thought

When war comes, it reveals what we trust. Corrie didn't feel strong-but she turned to the One who is. The watchmaker's daughter will learn that in a world of ticking bombs and broken promises, God's timing and mercy never fail.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA04** Understand how language features and text structures can be used to achieve particular effects.
- **AC9E7LE03** Reflect on the contexts in which texts are created and received, identifying how these influence meaning.
- **AC9E7LY01** Use comprehension strategies to interpret, analyse and synthesise ideas and information in texts.

Year 8:

- **AC9E8LA05** Understand how authors innovate with text structures and language for specific purposes and effects.
- **AC9E8LE03** Analyse the influence of context on the construction of characters, settings and events in literary texts.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA03** Analyse how authors use language to represent ideas, events and people.
- **AC9E9LE02** Analyse how themes and characters are created using text structures and language features.
- **AC9E9LY03** Analyse and evaluate how authors organise ideas to achieve their purpose.

Year 10:

- **AC9E10LA03** Evaluate how language features establish tone and create stylistic effects in literary texts.
- **AC9E10LE01** Analyse how representations of people, places, events and concepts are influenced by contexts.
- **AC9E10LY02** Use comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 8: “Democracy” by Mary Gilmore

Poem Theme: Australia’s Democratic Spirit

Historical Link: Our Australian Democratic System

Lesson Focus:

This lesson introduces students to democratic ideals through poetic language, exploring how Mary Gilmore’s values reflect justice, equality, and compassion. Students analyse tone, structure, and imagery, then apply their learning in writing and reflection.

Poem: “Democracy” (excerpt)

By Mary Gilmore (c. early 20th century)

I have grown past hate and bitterness,
I see the world as one;
Yet still my soul cries out for Right,
That justice may be done.

I see no glory in the might
That wields the sword of war,
But I would bless the hand that saves
The weak, the sad, the poor.

I see the flag that Freedom made
Float on a world-wide tide;
But still I see the broken lives
Beneath its folds that died.

And so I plead for strength to fight
With patience, love, and care-
Till every child shall have their rights
And justice everywhere.

1. Narration Activity

Explain the poem in your own words. Who is the speaker? What kind of justice is she asking for? How is the idea of democracy presented?

You may speak aloud or write a paragraph.

Addresses Australian Curriculum:

AC9E7LY02, AC9E8LY01, AC9E9LY02, AC9E10LY01

2. Comprehension Questions

Years 7 - 8:

- What kind of things does the speaker say are unjust?
- What feelings or tone can you find in the lines “I plead for strength to fight / With patience, love, and care”?
- What message does the poet want her audience to understand?

Years 9 - 10:

- How does Gilmore’s representation of democracy differ from nationalistic or military imagery?
- What literary devices create emotional appeal in the poem?
- How does the poet’s viewpoint challenge or enrich modern views of freedom?

Addresses Australian Curriculum:

AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

3. Literary Device Analysis

Read about the following literary devices and our explanation of how they support the poem’s message:

Device	Example from the poem	Purpose / Effect
Symbolism	“the flag that Freedom made”	Represents national ideals of liberty
Personification	“my soul cries out for Right”	Highlights emotional longing for justice
Contrast	“no glory in the might... / bless the hand...”	Distinguishes violence from true help
Alliteration	“strength to fight... / with patience”	Adds flow and emphasises the tone

Eventually, you will do this analysis yourself.

Addresses Australian Curriculum:

AC9E7LA03, AC9E8LA04, AC9E9LA04, AC9E10LA04

4. Vocabulary Activity

Complete the chart for five key words from the poem:

Word or Phrase	Meaning or Emotion	Sentence of Your Own
Plead	ask urgently	She pleaded for the truth to be revealed.
Justice	fairness and moral right	
strength to fight	inner courage, not violence	
broken lives	people hurt by systems or war	
democracy	government by the people	

Addresses Australian Curriculum:

AC9E9LA04, AC9E10LA04

5. Writing Task: A Modern Voice for Justice

Prompt: Write your own 4 - 6 line stanza or paragraph that reflects on a modern democratic issue (e.g. fairness, free speech, voting, care for the vulnerable). Use:

- One literary device (imagery, metaphor, repetition, etc.)
- A tone of compassion, clarity, or conviction

Years 7 - 8: Write a simple stanza or short paragraph

Years 9 - 10: Write two stanzas or a structured paragraph that builds in meaning or contrast

Addresses Australian Curriculum:

AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

6. Theme Reflection: Democracy and Cooperation

Task: Reflect in writing or discussion:

- What does Gilmore want democracy to look like?
- How can citizens cooperate to bring justice and fairness to others?

Extension (Years 9 - 10):

How does the poem challenge readers to act-not with violence, but with patient persistence?

Addresses:

AC9E7LE02, AC9E8LE02, AC9E9LY02, AC9E10LY01

Wrap-Up Thought

Democracy, in Mary Gilmore's eyes, is not just a political structure-it is a moral movement. Her voice still echoes today, calling us not to be passive observers but active cooperators in a just and caring society.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA03** Understand how language features, including sentence structures, vocabulary and literary devices, can be used for particular purposes and effects.
- **AC9E7LE02** Analyse and explain how language features and text structures are used in literary texts to engage and influence audiences.
- **AC9E7LY02** Use comprehension strategies to analyse and compare information and ideas in texts.

Year 8:

- **AC9E8LA04** Recognise how language shapes representations of people, places, events and concepts, and evaluate the effectiveness of these representations.
- **AC9E8LE02** Analyse how language features, literary devices and text structures are used to represent themes, characters and settings in literary texts.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA04** Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion.
- **AC9E9LE01** Analyse and explain how text structures, language features and literary devices combine in literary texts to influence audiences.
- **AC9E9LY02** Apply comprehension strategies to compare and evaluate representations of people, places, events and concepts in texts.

Year 10:

- **AC9E10LA04** Evaluate the ways that authors use text structures and language to represent ideas, issues and themes in literary texts.
- **AC9E10LE02** Analyse how literary devices and language features in texts influence audience understanding of characters, settings and events.
- **AC9E10LY01** Apply comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audience

Lesson 9: A Light in the Darkness

Text: *The Hiding Place*, Chapter 6 - “The Secret Room”

Lesson Focus:

In this chapter, the Ten Booms begin their resistance efforts by constructing a hiding place in their home. The theme of courage under occupation becomes central. Students explore metaphor, tension, character motivation, and historical context, and reflect on how ordinary people can do extraordinary things in obedience to God.

1. Read Chapter 6 - “The Secret Room”

While reading:

- Look for how Corrie describes the construction of the secret room
 - Notice moments of fear, excitement, and faith
 - Pay attention to how her thoughts and responsibilities grow
-

2. Narration Activity

Tell the events of the chapter in your own words, including:

- What the family decides to do
- Who helps them and why
- How Corrie feels about this new responsibility

You may speak or write this summary.

Addresses:

AC9E7LY01, AC9E8LY01, AC9E9LY01, AC9E10LY02

3. Comprehension and Analysis Questions

Discuss or write your answers.

Years 7 - 8:

- What is the “secret room,” and why is it built?
- Who assists the Ten Booms in creating it?
- What does Corrie feel as she becomes more involved?

Years 9 - 10:

- How does the author build tension in this chapter?
- What symbols are used to reflect resistance or hope?
- How does Corrie's tone and decision-making reflect her values?

Addresses:

AC9E7LE03, AC9E8LE03, AC9E9LE02, AC9E10LE01

4. Language Focus: Imagery and Tone

Task: Identify two passages where Corrie uses visual or emotional imagery.

For each passage:

- Write the quote
- Identify what senses it appeals to (sight, touch, emotion, etc.)
- Explain how this affects the tone of the story (e.g., tense, hopeful, courageous)

Extension (Years 9 - 10): Explain how the imagery reflects broader themes of safety and secrecy.

Addresses:

AC9E7LA04, AC9E8LA05, AC9E9LA03, AC9E10LA03

5. Vocabulary Activity

Complete the chart for these five significant words from the chapter related to the hiding place, resistance, or spiritual courage.

Word/Phrase	Meaning	Your Own Sentence
resistance	opposition to injustice	The family's quiet resistance gave hope.
concealment	hiding something	
courage	inner strength in fear	
cooperation	working together	
blueprint	plan/design	

Addresses:

AC9E9LA03, AC9E10LA03

6. Writing Task: Literary Reflection or Creative Response

Option A - Literary Reflection:

Reflect on the moral decision Corrie makes in helping Jews.

- Why does she believe this is right?
- How do her actions show obedience to God even when it's dangerous?

Option B - Creative Task:

Write a scene from the perspective of someone entering the hiding place for the first time.

- What do they see, feel, and fear?
- Use vivid detail and emotional tone.

Years 7 - 8: One paragraph

Years 9 - 10: Two linked paragraphs using imagery and varied sentence structure

Addresses:

AC9E7LE03, AC9E8LA05, AC9E9LA03, AC9E10LA03

7. Theme Reflection: Obedience and Cooperation in Action

Corrie's cooperation with others to protect the innocent is a form of both spiritual and civic obedience.

Task: Write a few sentences explaining:

- How Corrie shows obedience to God in this chapter
- How different people (including non-Christians) work together in courageous cooperation

Extension (Years 9 - 10): How does this form of obedience differ from blind submission?

Addresses:

AC9E7LE03, AC9E8LE03, AC9E9LE02, AC9E10LE01

Wrap-Up Thought

The hiding place wasn't just a room-it was a choice. A choice to obey God rather than man. A choice to risk everything for the sake of justice and mercy. Through her quiet courage, Corrie ten Boom reminds us that the light of faith can shine in even the darkest places.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA04** Understand how language features and text structures can be used to achieve particular effects.
- **AC9E7LE03** Reflect on the contexts in which texts are created and received, identifying how these influence meaning.
- **AC9E7LY01** Use comprehension strategies to interpret, analyse and synthesise ideas and information in texts.

Year 8:

- **AC9E8LA05** Understand how authors innovate with text structures and language for specific purposes and effects.
- **AC9E8LE03** Analyse the influence of context on the construction of characters, settings and events in literary texts.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA03** Analyse how authors use language to represent ideas, events and people.
- **AC9E9LE02** Analyse how themes and characters are created using text structures and language features.
- **AC9E9LY01** Apply comprehension strategies to compare and evaluate representations of events, issues and characters.

Year 10:

- **AC9E10LA03** Evaluate how language features establish tone and create stylistic effects in literary texts.
- **AC9E10LE01** Analyse how representations of people, places, events and concepts are influenced by contexts.
- **AC9E10LY02** Use comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 10: Networks of Faith and Action

Text: *The Hiding Place*, Chapter 7 - “Eusie”

Lesson Focus:

This chapter introduces Jewish guests who begin to live in hiding with the Ten Boom family. Students explore tone, characterisation, and the theme of obedience to God’s call to protect others, even in risk. Literary focus includes emotional language, dialogue, and structure.

1. Read Chapter 7 - “Eusie”

While reading:

- Highlight descriptions of Eusie and other guests
 - Mark sections where dialogue reveals faith, fear, or humour
 - Notice how Corrie’s voice balances seriousness and joy
-

2. Narration Activity

Tell the story of this chapter aloud or in writing. Include:

- Who Eusie is and how he joins the household
- How the Ten Booms adapt to their new guests
- What emotions or spiritual lessons are present

Addresses:

AC9E7LY01, AC9E8LY01, AC9E9LY03, AC9E10LY02

3. Comprehension and Analysis

Years 7 - 8:

- What risks are the Ten Booms taking?
- How does Eusie behave as a guest?
- How does Corrie show kindness and faith?

Years 9 - 10:

- How does the author create a blend of light-heartedness and tension?
- What deeper ideas are reflected in the way people of different backgrounds live together?
- How does the portrayal of Eusie challenge stereotypes?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE01, AC9E10LE01

4. Language Focus: Dialogue and Description

Task: Choose two examples of dialogue or description. For each:

- Quote the sentence
- Identify whether it reveals character, tone, or theme
- Explain its effect on the reader

Examples:

“You could not be with Eusie long without discovering that he was a Dutchman first, a Jew second.”
“Humour and prayer became the staples of our secret life.”

Extension (Years 9 - 10): Analyse how sentence structure contributes to tone (e.g. brevity for tension, longer rhythm for reflection).

Addresses:

AC9E7LA04, AC9E8LA05, AC9E9LA03, AC9E10LA03

5. Vocabulary Activity: Terms of Faith, Risk, and Unity

Analyse five words from the chapter related to:

- Danger
- Courage
- Unity
- Humour
- Worship

...or... just complete the chart below....

Word/Phrase	Meaning	Your Own Sentence
refuge	a place of safety	
sabotage	secret opposition	
fellowship	shared unity and friendship	
persecution	targeted injustice	
secret devotion	hidden spiritual practice	

Addresses:

AC9E9LA03, AC9E10LA03

6. Writing Task: Descriptive or Reflective Response

Option A - Descriptive:

Write a paragraph describing a scene in the Ten Boom home with all the hidden guests. Include dialogue, emotion, and sensory detail (e.g. cramped space, candlelight, whispered prayers).

Option B - Reflective:

Write about a time when you welcomed someone who was different from you; or when someone welcomed you. How did that moment show cooperation or faith?

Years 7 - 8: One paragraph

Years 9 - 10: Two paragraphs with structured flow and sentence variety

Addresses:

AC9E7LE03, AC9E8LA05, AC9E9LE01, AC9E10LA03

7. Theme Reflection: Obedience and Cooperation as Spiritual Resistance

Corrie and her family obey God by offering hospitality and protection, even when the law forbids it.

Task: Write 3 - 5 sentences explaining:

- How the Ten Booms' obedience to God shaped their daily life
- How people of different faiths and personalities learned to cooperate

Extension (Years 9 - 10): In what ways can small, quiet cooperation be more powerful than public protest?

Addresses:

AC9E7LE03, AC9E8LE03, AC9E9LE01, AC9E10LE01

Wrap-Up Thought

Faith in action is not always grand. Sometimes it's serving soup to someone in hiding or praying together in a candlelit room. The Ten Booms' courage grew through ordinary obedience-proof that true Christian cooperation shines brightest in the dark.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA04** Understand how language features and text structures can be used to achieve particular effects.
- **AC9E7LE03** Reflect on the contexts in which texts are created and received, identifying how these influence meaning.
- **AC9E7LY01** Use comprehension strategies to interpret, analyse and synthesise ideas and information in texts.

Year 8:

- **AC9E8LA05** Understand how authors innovate with text structures and language for specific purposes and effects.
- **AC9E8LE01** Explore how themes and ideas are developed in literary texts through characterisation, setting and plot structure.

- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA03** Analyse how authors use language to represent ideas, events and people.
- **AC9E9LE01** Analyse and explain how text structures, language features and literary devices combine in literary texts to influence audiences.
- **AC9E9LY03** Analyse and evaluate how authors organise ideas to achieve their purpose.

Year 10:

- **AC9E10LA03** Evaluate how language features establish tone and create stylistic effects in literary texts.
- **AC9E10LE01** Analyse how representations of people, places, events and concepts are influenced by contexts.
- **AC9E10LY02** Use comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 11: “Gallipoli” by Eleanor Dark

Poem Theme: Sacred spaces of memory, loss, and honour

Historical Link: Sacred Spaces & Memorials

Lesson Focus:

This lesson explores sacred memory through the lens of war poetry. “Gallipoli” by Eleanor Dark reflects on the landscape of sacrifice and remembrance. Students analyse imagery, symbolism, and tone as they consider how sacred spaces are constructed not only with stone, but with words and emotion.

Poem: “Gallipoli” by Eleanor Dark (*excerpt*)

We came to the place of quiet hills
where poppies burn in blood-red light,
where the sea tells stories
in whispers and waves.

We stood where silence holds its breath,
where footsteps seem a sin,
and names carved deep on pale, still stone
speak louder than the wind.

A thousand dreams lie buried here
beneath the foreign skies-
but honour walks this field of loss
and memory never dies.

1. Narration Activity

In your own words, explain:

- What happens in the poem (what is described?)
- What feelings or themes are present
- What makes the place feel sacred

Speak aloud or write 4 - 5 sentences.

Addresses:

AC9E7LY02, AC9E8LY01, AC9E9LY02, AC9E10LY01

2. Comprehension and Analysis

Years 7 - 8:

- What kind of place is being described?
- What emotions are created by words such as “silence,” “names carved deep,” and “foreign skies”?

- Why is the field described as a “field of loss” but also one of honour?

Years 9 - 10:

- How does the poet use contrast to express sacredness and sorrow?
- In what ways does the poet honour both the dead and the living?
- How does this poem reflect Australian identity and collective memory?

Addresses:

AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

3. Literary Device Study

Here are three devices used in the poem. Complete the chart below:

Device	Example from Poem	What It Shows or Creates; or what is the effect of this device.
Imagery	“poppies burn in blood-red light”	
Personification	“where silence holds its breath”	
Symbolism	“names carved deep on pale, still stone”	

Can you find any other examples of these literary devices?

Addresses:

AC9E7LA03, AC9E8LA04, AC9E9LA04, AC9E10LA04

4. Vocabulary Activity

Here are five powerful or poetic expressions from the poem. Read our analysis of them and then use them to create sentences of your own:

Word or Phrase	Meaning / Emotional Effect	Sentence of Your Own
poppies burn	vivid symbol of wartime sacrifice	
footsteps seem a sin	great reverence and solemnity	
field of loss	site of death and memory	
carved deep	permanently marked	
memory never dies	lasting emotional legacy	

Addresses:

AC9E9LA04, AC9E10LA04

5. Writing Task: Reflective Response

Prompt: Imagine you are standing in a place like Gallipoli or at a war memorial. What do you feel, see, and think? How do you show respect?

Years 7 - 8: Write one reflective paragraph using descriptive language.

Years 9 - 10: Write two paragraphs using literary techniques such as metaphor, contrast, or symbolism.

Addresses:

AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

6. Theme Reflection: Sacred Spaces in Words

Task: Write 3 - 5 sentences responding to:

- Why some places become sacred even if they are far from home
- How poems like this one help people remember
- How shared memorials contribute to cooperation among nations and generations

Extension (Years 9 - 10): Reflect on the poet's choice to honour the dead not through blame or violence, but with stillness and reverence. What message does this send?

Addresses:

AC9E7LE02, AC9E8LE02, AC9E9LY02, AC9E10LY01

Wrap-Up Thought

Some memorials are made of stone. Others are made of words. Eleanor Dark's poem becomes a sacred space of its own, like a quiet hill where readers pause to remember, to honour, and to hope that the silence of loss may grow into the peace of understanding.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA03** Understand how language features, including sentence structures, vocabulary and literary devices, can be used for particular purposes and effects.
- **AC9E7LE02** Analyse and explain how language features and text structures are used in literary texts to engage and influence audiences.
- **AC9E7LY02** Use comprehension strategies to analyse and compare information and ideas in texts.

Year 8:

- **AC9E8LA04** Recognise how language shapes representations of people, places, events and concepts, and evaluate the effectiveness of these representations.
- **AC9E8LE02** Analyse how language features, literary devices and text structures are used to represent themes, characters and settings in literary texts.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA04** Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion.
- **AC9E9LE01** Analyse and explain how text structures, language features and literary devices combine in literary texts to influence audiences.
- **AC9E9LY02** Apply comprehension strategies to compare and evaluate representations of people, places, events and concepts in texts.

Year 10:

- **AC9E10LA04** Evaluate the ways that authors use text structures and language to represent ideas, issues and themes in literary texts.
- **AC9E10LE02** Analyse how literary devices and language features in texts influence audience understanding of characters, settings and events.
- **AC9E10LY01** Apply comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 12: Choices in the Shadows

Text: *The Hiding Place*, Chapter 8 - “Storm Clouds Gathering”

Lesson Focus:

This chapter explores rising danger as suspicion increases and choices become more costly. Corrie and her family must decide how far they are willing to go to obey God in secret. Students will examine tension-building, character development, and moral conflict.

1. Read Chapter 8 - “Storm Clouds Gathering”

While reading, take note of:

- Scenes where the risk increases
- Descriptions of visitors or spies
- Any inner conflict Corrie expresses

Mark examples of tone shifts and emotional contrast.

2. Narration Activity

Summarise the chapter in your own words. Focus on:

- What kinds of people are visiting the Ten Booms
- What decisions Corrie and her family face
- What emotions or tensions are growing

Speak aloud or write your narration.

Addresses:

AC9E7LY01, AC9E8LY01, AC9E9LY03, AC9E10LY02

3. Comprehension and Analysis

Years 7 - 8:

- What makes this chapter feel more tense than earlier ones?
- What kind of courage does Corrie show?
- What warning signs are increasing?

Years 9 - 10:

- How does Corrie’s tone shift throughout the chapter?

- What inner conflict does she experience between safety and obedience?
- How does the chapter's structure (e.g. short scenes, vivid moments) create suspense?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE01, AC9E10LE01

4. Language Focus: Tone and Stylistic Effects

Identify two examples where language creates suspense or emotional intensity.

For each:

- Quote a sentence or two
- Describe the tone (e.g. anxious, brave, secretive)
- Identify techniques used: sentence length, diction (word choice), punctuation, contrast

Extension (Years 9 - 10): Evaluate how tone changes from scene to scene.

Addresses:

AC9E7LA04, AC9E8LA05, AC9E9LA03, AC9E10LA03

5. Vocabulary Activity

Analyse these five words or expressions related to secrecy, fear, or loyalty. Complete the table with your own sentences using each word:

Word/Phrase	Meaning	Your Own Sentence
informant	a person who secretly reports others	
whisper network	quiet word-of-mouth communication	
uneasy alliance	cooperation between uncertain parties	
suspicion	feeling that someone is dangerous	
conviction	strong belief or moral stand	

Addresses:

AC9E9LA03, AC9E10LA03

6. Writing Task: Ethical Dilemma Reflection

Prompt: Imagine you're in Corrie's position-harboursing someone in danger while being watched. What would you do? What might God be asking of you?

Years 7 - 8: Write one paragraph expressing your thoughts and feelings.

Years 9 - 10: Write two linked paragraphs, using tone, imagery, and structured reasoning.

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE01, AC9E10LA03

7. Theme Focus: Obedience Under Pressure

Corrie and her family continue to obey God, even when others begin to betray or grow afraid.

Task: Reflect in 3 - 5 sentences:

- What obedience cost the Ten Booms in this chapter
- How they cooperated with others who were afraid or vulnerable

Extension (Years 9 - 10): When is disobedience to government actually a form of higher obedience to God?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE01, AC9E10LE01

Wrap-Up Thought

The Ten Booms' courage didn't always roar. Sometimes it looked like a whispered prayer, a knowing glance, or a door quietly opened to someone desperate for safety. God often works through the quiet choices made in faith; choices that shine brighter when the storm clouds gather.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA04** Understand how language features and text structures can be used to achieve particular effects.
- **AC9E7LE03** Reflect on the contexts in which texts are created and received, identifying how these influence meaning.
- **AC9E7LY01** Use comprehension strategies to interpret, analyse and synthesise ideas and information in texts.

Year 8:

- **AC9E8LA05** Understand how authors innovate with text structures and language for specific purposes and effects.
- **AC9E8LE01** Explore how themes and ideas are developed in literary texts through characterisation, setting and plot structure.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA03** Analyse how authors use language to represent ideas, events and people.
- **AC9E9LE01** Analyse and explain how text structures, language features and literary devices combine in literary texts to influence audiences.
- **AC9E9LY03** Analyse and evaluate how authors organise ideas to achieve their purpose.

Year 10:

- **AC9E10LA03** Evaluate how language features establish tone and create stylistic effects in literary texts.
- **AC9E10LE01** Analyse how representations of people, places, events and concepts are influenced by contexts.
- **AC9E10LY02** Use comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 13: Betrayal and the Beginning of Suffering

Text: *The Hiding Place*, Chapter 9 - “The Raid”

Lesson Focus:

In this chapter, the Gestapo raids the Ten Boom home. The risks become real and personal as Corrie and her family are taken away. This lesson explores the use of suspense, the moral consequences of obedience, and the shock of betrayal.

1. Read Chapter 9 - “The Raid”

While reading:

- Mark moments of rising tension
 - Highlight descriptions of the Gestapo’s arrival
 - Observe Corrie’s inner reactions (shock, trust, spiritual grounding)
-

2. Narration Activity

Retell what happened in this chapter, including:

- What Corrie was doing before the raid
- Who came to the door and what unfolded
- Corrie’s emotional response and what we learn about her trust in God

You may write or speak your narration.

Addresses:

AC9E7LY01, AC9E8LY01, AC9E9LY03, AC9E10LY02

3. Comprehension & Literary Analysis

Years 7 - 8:

- How is the tension built leading up to the arrest?
- How does Corrie describe her fear, or her faith?

- What role does family cooperation play in the moment of crisis?

Years 9 - 10:

- How does the narrative structure create dramatic irony (for example, when the reader knows more than some characters)?
- How are tone and pacing used to make the reader feel Corrie's emotional upheaval?
- What thematic parallels can be drawn between betrayal in wartime and spiritual trials?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE01, AC9E10LE01

4. Language Focus: Tone, Repetition, and Detail

Task: Choose two moments where tone is particularly strong. For each:

- Quote the section
- Identify how sentence length, punctuation, or vocabulary build the emotion
- Explain what emotion the author wants the reader to feel (e.g. dread, urgency, peace)

Extension (Years 9 - 10): Evaluate how the stylistic effects in these moments differ from earlier chapters.

Addresses:

AC9E7LA04, AC9E8LA05, AC9E9LA03, AC9E10LA03

5. Vocabulary Activity: Words of Invasion and Trust

Here are five words from the chapter that relate to either betrayal or spiritual calm. Use each of them in your own sentence.

Word or Phrase	Meaning	Sentence of Your Own
intrusion	forced or unwelcome entry	
defiance	open resistance	
helplessness	lack of control	
serenity	calm under pressure	
betrayal	breaking of trust	

Addresses:

AC9E9LA03, AC9E10LA03

6. Writing Task: First-Person Descriptive Scene

Prompt: Write from Corrie's perspective, describing the moment the doorbell rings and the Gestapo enter. Use sensory language, emotional response, and spiritual reflection.

Years 7 - 8: One detailed paragraph

Years 9 - 10: Two linked paragraphs with varied sentence structure and use of imagery or symbolism

Addresses:

AC9E7LE03, AC9E8LA05, AC9E9LE01, AC9E10LA03

7. Theme Reflection: Obedience and Betrayal

Task: Write 3 - 5 sentences reflecting on:

- How the Ten Booms obeyed God even when betrayed by others
- How cooperation in the house may have saved lives (e.g. hiding the guests)
- What lesson Corrie might be learning about trust in both people and God

Extension (Years 9 - 10):

How is Corrie's moral strength tested in this chapter, and what spiritual obedience does it foreshadow?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE01, AC9E10LE01

Wrap-Up Thought

The raid was the beginning of suffering; but not the end of Corrie's calling. Even in her arrest, God was preparing her for deeper faith and ministry. Like the Apostle Paul, who wrote letters from prison, Corrie's testimony would shine brightest after everything was taken from her except her trust in Christ.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA04** Understand how language features and text structures can be used to achieve particular effects.
- **AC9E7LE03** Reflect on the contexts in which texts are created and received, identifying how these influence meaning.
- **AC9E7LY01** Use comprehension strategies to interpret, analyse and synthesise ideas and information in texts.

Year 8:

- **AC9E8LA05** Understand how authors innovate with text structures and language for specific purposes and effects.
- **AC9E8LE01** Explore how themes and ideas are developed in literary texts through characterisation, setting and plot structure.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA03** Analyse how authors use language to represent ideas, events and people.
- **AC9E9LE01** Analyse and explain how text structures, language features and literary devices combine in literary texts to influence audiences.
- **AC9E9LY03** Analyse and evaluate how authors organise ideas to achieve their purpose.

Year 10:

- **AC9E10LA03** Evaluate how language features establish tone and create stylistic effects in literary texts.
- **AC9E10LE01** Analyse how representations of people, places, events and concepts are influenced by contexts.
- **AC9E10LY02** Use comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 14 – ANZACs & Returned Soldiers

Poem: “*Those Who Chose to Serve*” by Rebecca Alasdair

Theme: Mateship, sacrifice, service (ALLIED COOPERATION)

Historical Link: ANZAC legacy and returned soldiers

Lesson Focus

This lesson explores national service and remembrance through a modern poem reflecting on ANZAC legacy. Students will consider how repetition, imagery, and tone help convey honour and cooperation across generations.

Poem: “*Those Who Chose to Serve*” by Rebecca Alasdair

*One day I stood in Canberra
And saw names upon the wall
Of the men who gave their lives
When they heeded combat’s call
They bled in France and Turkey
They bled in Vietnam
They bled upon the sandy plains
Of Iraq and Afghanistan*

*From the jungles of New Guinea
To the Hills at Kapyong
They’ve been game for battle
Even when the odds were long
From peacekeeping in Rwanda
To the Fall of Singapore
They’ve endured horrors
That would shake most to their core
They all chose to serve us
Heedless if they would return
About courage, strength and mateship
Lessons from them we can learn
They’ve gained scars from battle
To keep safe and sound our shores
To champion others’ freedom
Is that not a worthy cause?
It’s said their badge of honour
Is the Rising Sun
Men who put aside their differences
And fought together as one
Not all of them were born
Beneath the Southern Cross
Yet they’re all our sons and brothers
And we’ll forever mourn their loss*

*With the sounding of the trumpet
With the ringing of the bell*

Today we stand to honour them
Both those who lived and those who fell
They shall not grow old
And the years shall not condemn
Lest they be forgotten
Those brave Australian men

Lest we forget.

1. Comprehension – Narration Activity

Prompt: In your own words (4 - 6 sentences), explain:

- The purpose of the poem
- The tone and emotions it evokes
- How it portrays mateship and service

 Addresses: AC9E7LY02, AC9E8LY01, AC9E9LY02, AC9E10LY01

2. Comprehension & Analysis

- **Years 7 - 8:**
 - What images show sacrifice and unity?
 - How do phrases like “They all chose to serve us” reflect collective identity?
- **Years 9 - 10:**
 - How do repetition and enumeration deepen the sense of many voices and experiences?
 - In what ways does the poet unite past and present service, and how does she honour all who served?

 Addresses: AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

3. Literary Device Study

Device	Example	Effect on Audience
Repetition/Enumeration	“They bled in France... Turkey... Vietnam... Iraq...”	Conveys breadth of service, unity across time
Collective pronoun “They”	“They all chose to serve us”	Highlights shared sacrifice, national identity
Symbolism	“names upon the wall”	Reminds of personal costs, enduring memory

Addresses: AC9E7LA03, AC9E8LA04, AC9E9LA04, AC9E10LA04

4. Vocabulary & Tone

Pick three words/phrases.

Task: Define what the phrase means, discuss its emotional impact, then use it in your own sentence.

Addresses: AC9E9LA04, AC9E10LA04

5. Reflective Writing

Prompt: Imagine you are a returned soldier or family member reading the poem.

- **Years 7–8:** Write one reflective paragraph describing emotional response using descriptive language.
- **Years 9–10:** Write two paragraphs using literary techniques like metaphor or contrast to explore themes of service and mateship.

Addresses: AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

6. Theme Reflection – Cooperation Through Service

Task: Write 3 - 5 sentences responding to:

- How shared service creates unity among soldiers and communities
- The role of remembering in fostering national cooperation
- *Extension (Yr9 - 10):* Reflect on how the poem emphasises cooperation across different wars and eras, rather than focusing on conflict alone.

Addresses: AC9E7LE02, AC9E8LE02, AC9E9LY02, AC9E10LY01

Wrap-Up Thought

Rebecca Alasdair’s poem reminds us that cooperation through shared service spans generations, fostering unity in our community. Each name and story becomes a link in a chain of support, remembrance, and communal respect.

Curriculum Links

Year 7

- **AC9E7LA03:** Understand how language features, including sentence structures, vocabulary and literary devices, can be used for particular purposes and effects.
- **AC9E7LE02:** Analyse and explain how language features and text structures are used in literary texts to engage and influence audiences.
- **AC9E7LY02:** Use comprehension strategies to analyse and compare information and ideas in texts.

Year 8

- **AC9E8LA04:** Recognise how language shapes representations of people, places, events and concepts, and evaluate the effectiveness of these representations.
- **AC9E8LE02:** Analyse how language features, literary devices and text structures are used to represent themes, characters and settings in literary texts.
- **AC9E8LY01:** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9

- **AC9E9LA04:** Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion.
- **AC9E9LE01:** Analyse and explain how text structures, language features and literary devices combine in literary texts to influence audiences.
- **AC9E9LY02:** Apply comprehension strategies to compare and evaluate representations of people, places, events and concepts in texts.

Year 10

- **AC9E10LA04:** Evaluate the ways that authors use text structures and language to represent ideas, issues and themes in literary texts.
- **AC9E10LE02:** Analyse how literary devices and language features in texts influence audience understanding of characters, settings and events.
- **AC9E10LY01:** Apply comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 15: Learning to Wait in Darkness

Text: *The Hiding Place*, Chapter 10 - “Scheveningen”

Lesson Focus:

This chapter describes Corrie’s imprisonment in a solitary cell at Scheveningen. Students will analyse how narrative perspective, tone, and pacing reflect emotional and spiritual tension. The theme of waiting, prayer, and cooperation with God’s will becomes a central focus.

1. Read Chapter 10 - “Scheveningen”

As you read, look for:

- How Corrie describes her physical environment
 - What memories or prayers she uses to survive
 - How tone shifts between fear, hope, and stillness
-

2. Narration Activity

Tell back in your own words:

- What happens in this chapter
- How Corrie feels about being alone
- What comforts or spiritual insights she discovers

You may speak this narration to your parent/tutor, or write this retelling in your English Journal.

Addresses:

AC9E7LY01, AC9E8LY01, AC9E9LY03, AC9E10LY02

3. Comprehension and Reflection

Years 7 - 8:

- What was most difficult for Corrie during this part of her imprisonment?
- What helped her survive spiritually?
- How did remembering Scripture change how she felt?

Years 9 - 10:

- How does Corrie’s narrative style reveal inner strength and fear at the same time?

- In what ways is the cell a symbol?
- How do contrast and repetition help convey isolation and faith?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE01, AC9E10LE01

4. Language Analysis: Imagery and Tone in Isolation

Choose two quotes from the chapter that describe Corrie's prison experience.

For each:

- Identify the tone (e.g. bleak, sacred, fearful, determined)
- Highlight imagery or language features that create this tone
- Explain the emotional effect on the reader

Example:

"I was alone in a cell... even the window had been bricked shut."

Tone: suffocating, lonely

Language features: visual imagery, short sentence for impact

Addresses:

AC9E7LA04, AC9E8LA05, AC9E9LA03, AC9E10LA03

5. Vocabulary Activity: Words of Solitude and Strength

Understand these five expressions or terms from the chapter and complete the table:

Word or Phrase	Meaning / Mood	Sentence of Your Own
solitary cell	being locked up alone	
memory verse	Scripture remembered mentally	
cracked stone floor	harsh, uncomfortable imagery	
whispered prayer	quiet plea to God	
inner light	hope or faith in darkness	

Addresses:

AC9E9LA03, AC9E10LA03

6. Creative Writing Task: Monologue from the Cell

Prompt: Write a first-person inner monologue as if you were Corrie during one night in the cell. Describe:

- What you hear, see, feel
- What you think about
- How you speak with God

Years 7 - 8: One detailed paragraph using descriptive language

Years 9 - 10: Two paragraphs, incorporating repetition, tone, metaphor or contrast

Addresses:

AC9E7LE03, AC9E8LA05, AC9E9LE01, AC9E10LA03

7. Thematic Reflection: Obedience and Trust in Isolation

Task:

Corrie had to obey God without knowing what came next. She had to trust Him without answers.

- What would obedience look like in her situation?
- What does this chapter teach about faith when we are alone?
- How can we cooperate with God's plan even when we don't understand it?

Write 3 - 5 thoughtful sentences.

Extension (Years 9 - 10): Consider how this chapter reflects the biblical idea of "waiting on the Lord" (Isaiah 40:31).

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE01, AC9E10LE01

Wrap-Up Thought

Corrie's prison cell had no windows. But her story lets us see inside it. And there we find something more powerful than bars or bricks—an obedience rooted in faith, and a cooperation with God's will that shone in the dark.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA04** Understand how language features and text structures can be used to achieve particular effects.
- **AC9E7LE03** Reflect on the contexts in which texts are created and received, identifying how these influence meaning.
- **AC9E7LY01** Use comprehension strategies to interpret, analyse and synthesise ideas and information in texts.

Year 8:

- **AC9E8LA05** Understand how authors innovate with text structures and language for specific purposes and effects.
- **AC9E8LE01** Explore how themes and ideas are developed in literary texts through characterisation, setting and plot structure.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA03** Analyse how authors use language to represent ideas, events and people.
- **AC9E9LE01** Analyse and explain how text structures, language features and literary devices combine in literary texts to influence audiences.
- **AC9E9LY03** Analyse and evaluate how authors organise ideas to achieve their purpose.

Year 10:

- **AC9E10LA03** Evaluate how language features establish tone and create stylistic effects in literary texts.
- **AC9E10LE01** Analyse how representations of people, places, events and concepts are influenced by contexts.
- **AC9E10LY02** Use comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

WEEK 6	...

Lesson 16: Holding Onto Identity

Text: *The Hiding Place*, Chapter 11 - “The Lieutenant”

Lesson Focus:

This chapter introduces Lieutenant Rahms, a German officer who interviews Corrie. Through their conversations, students explore identity, truth, spiritual courage, and the contrast between outward roles and inward beliefs.

1. Read Chapter 11 - “The Lieutenant”

As you read:

- Watch for how Corrie describes the lieutenant
- Notice how she responds to fear with honesty and Scripture
- Highlight moments of surprising connection or humanity

2. Narration Activity

Summarise the chapter in your own words. Include:

- The setting of the interrogation
- Corrie’s feelings during and after the interview
- Any lessons or moments of grace that stood out to you

Speak or write your narration.

Addresses:
AC9E7LY02, AC9E8LY01, AC9E9LY03, AC9E10LY02

3. Comprehension and Character Study

Years 7 - 8:

- Who is Lieutenant Rahms?
- Why does Corrie feel both afraid and calm during the interview?

- How does her faith affect her answers?

Years 9 - 10:

- How is the lieutenant portrayed as both a symbol of the enemy and a fellow human being?
- What themes of identity and truth are revealed through their conversation?
- What is the effect of Corrie's spiritual honesty in the face of power?

Addresses:

AC9E7LE02, AC9E8LE01, AC9E9LE02, AC9E10LE01

4. Language Focus: Contrast and Voice

Choose two examples from the chapter that show contrast-between:

- Light and darkness
- Courage and fear
- Truth and power
- Human and inhuman

For each:

- Quote the sentence(s)
- Describe the contrast
- Identify the tone (e.g. peaceful, strained, tense, gracious)

Addresses:

AC9E7LA03, AC9E8LA04, AC9E9LA03, AC9E10LA03

5. Vocabulary Activity: Identity and Authority

Here are 5 key words or phrases that reflect roles, beliefs, or power. Use each word in a sentence of your own.

Word or Phrase	Meaning / Effect	Sentence of Your Own
interrogation	questioning to gain truth	
officer's desk	symbol of official authority	
identity in Christ	inner sense of belonging to God	
inner light	spiritual clarity or truth	
scripture memory	recalling God's Word	

Addresses:

AC9E9LA03, AC9E10LA03

6. Writing Task: Monologue of Reflection

Prompt: Write a short inner reflection from Corrie's point of view after the interview with the lieutenant.

Include:

- Her thoughts about what she said
- What surprised her about the lieutenant
- What she learned about God's presence in fear

Years 7 - 8: One reflective paragraph

Years 9 - 10: Two paragraphs, including metaphor or inner dialogue

Addresses:

AC9E7LE02, AC9E8LA04, AC9E9LE02, AC9E10LA03

7. Theme Focus: Obedience and Identity

Reflection:

Corrie didn't have physical freedom, but she remembered who she was (God's child). Rather than letting her identity be shaped by her captors or those around her, she found her security in her relationship to God.

Write 3 - 5 sentences:

- What gave Corrie strength to speak honestly?
- What do you think it means to find your identity in Christ?
- Why is remembering your identity in Christ important?
- How can obedience in conversation be a form of courage?

Extension (Years 9 - 10):

Discuss how Corrie's internal dialogue with God shows spiritual cooperation in a setting of conflict.

Addresses:

AC9E7LE02, AC9E8LE01, AC9E9LE02, AC9E10LE01

Wrap-Up Thought

Corrie didn't try to impress the lieutenant with cleverness. She told the truth. And in doing so, she reminded both of them that light still shines in darkness, and that courage can be more evident in stillness and conviction, than in shouting or bullying.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA03** Understand how vocabulary choices and language features can be used for particular effects.
- **AC9E7LE02** Analyse and explain how language features and text structures are used in literary texts to engage and influence audiences.
- **AC9E7LY02** Use comprehension strategies to analyse and compare information and ideas in texts.

Year 8:

- **AC9E8LA04** Recognise how language shapes representations of people, places, events and concepts, and evaluate the effectiveness of these representations.
- **AC9E8LE01** Explore how themes and ideas are developed in literary texts through characterisation, setting and plot structure.

- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA03** Analyse how authors use language to represent ideas, events and people.
- **AC9E9LE02** Analyse how themes and characters are created using text structures and language features.
- **AC9E9LY03** Analyse and evaluate how authors organise ideas to achieve their purpose.

Year 10:

- **AC9E10LA03** Evaluate how language features establish tone and create stylistic effects in literary texts.
- **AC9E10LE01** Analyse how representations of people, places, events and concepts are influenced by contexts.
- **AC9E10LY02** Use comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 17 – The Great Depression

Poem: “*The Susso*” (anonymous Australian)

Theme: Economic hardship and communal resilience

Historical Link: Great Depression

Lesson Focus

This lesson looks at how simple poetic language can express the collective struggle of ordinary Australians during the Great Depression. Students will examine tone, repetition, and figurative language to understand the cooperation and resilience within communities.

Poem: “*The Susso*” (anonymous Australian)

The “susso” was Australian slang for a welfare payment introduced during the Great Depression. Officially known as the Sustainance payment, it was only a fraction of the basic wage at the time and by 1932 more than 60,000 men, women and children were dependent on the “susso” as it became known. Today we know it as Centrelink welfare payments or the “dole”.

The Susso Poem

*“We’re on the susso now,
We can’t afford a cow,
We live in a tent,
We pay no rent,
We’re on the susso now.”*

The Great Depression affected Australian life deeply and lasted from 1930 to 1939.

1. Comprehension - Narration

Paraphrase the poem in 4 - 5 sentences:

- What is the speaker experiencing?
- What tone is present (e.g., frustration, humour)?
- How does the poem hint at shared hardship?

Addresses: AC9E7LY02 – AC9E10LY01

2. Comprehension & Analysis

- **Y7 - 8:** What daily struggles are shown (“can’t afford a cow,” “no rent”)? How do these depict life on the susso?

- **Y9 - 10:** How does the sparse structure of the poem and repetition convey communal struggle and resilience?

Addresses: AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

3. Device Study

Identify in the poem:

- Repetition
 - Simple rhyme
 - Colloquial tone
- Explain how each device reinforces shared experience.

Addresses: AC9E7LA03, AC9E8LA04, AC9E9LA04, AC9E10LA04

4. Vocabulary Activity

Focus phrases:

- “on the susso now” (dependency)
 - “Can’t afford a cow” (loss of livelihood)
 - “no rent” (displacement)
- Use each in a sentence reflecting cooperation or resilience.

Addresses: AC9E9LA04, AC9E10LA04

5. Creative Response

Y7 - 8: Write a paragraph showing how neighbours might help each other during the susso.

Y9 - 10: Write two paragraphs from a child’s perspective, using imagery and contrast to show hardship and communal support.

Addresses: AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

6. Theme Reflection

Write 3 - 5 sentences:

- Why do communities cooperate during hardship?
- How does the poem reflect this?
- *Extension:* Reflect on the dignity in mutual aid versus shame.

Addresses: AC9E7LE02, AC9E8LE02, AC9E9LY02, AC9E10LY01

Wrap-Up Thought

The susso may have stripped lives bare, but neighbours and community became lifelines. In hardship, cooperation is both survival and solidarity.

Curriculum Links

Year 7: AC9E7LA03, AC9E7LE02, AC9E7LY02

Year 8: AC9E8LA04, AC9E8LE02, AC9E8LY01

Year 9: AC9E9LA04, AC9E9LE01, AC9E9LY02

Year 10: AC9E10LA04, AC9E10LE02, AC9E10LY01

Lesson 18: Letters and Light

Text: *The Hiding Place*, Chapter 12 - “Vught”

Lesson Focus:

This chapter follows Corrie’s transfer to Vught concentration camp. It reveals how hope and kindness can grow even in terrible conditions. Students will examine how Corrie uses language to convey light in darkness, and how worship and trust are acts of resistance and cooperation with God.

1. Read Chapter 12 - “Vught”

As you read:

- Notice Corrie’s attitude toward hardship
 - Pay attention to the way she describes physical and emotional environments
 - Identify scenes that reveal hope, kindness, or a sense of God’s presence with her.
-

2. Narration Activity

Tell what happened in this chapter in your own words:

- What new challenges did Corrie face at Vught?
- What gave her hope?
- How did she reflect on God's faithfulness?

Write or speak your response.

Addresses:

AC9E7LY02, AC9E8LY01, AC9E9LY02, AC9E10LY01

3. Comprehension and Discussion

Years 7 - 8:

- Why was receiving letters such an important event?
- What did Corrie learn from the prisoners around her?
- How did Corrie and others show faith even in prison?

Years 9 - 10:

- How does the narrative tone shift in this chapter?

- How does Corrie use imagery and metaphor to describe spiritual comfort?
- What is the significance of small acts of kindness in a place of cruelty?

Addresses:

AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

4. Language and Imagery Focus: Symbols of Hope

Choose two quotes from the chapter that reflect **hope, light, or spiritual endurance**.

For each:

- Quote the line(s)
- Identify the imagery or symbol (e.g. light, letters, singing)
- Explain what emotional or spiritual message is being communicated

Example:

“The black of the uniform couldn’t dim the light in their eyes.”

Symbol: light = enduring joy in Christ

Effect: portrays faith as something untouchable by oppression

Addresses:

AC9E7LA04, AC9E8LA05, AC9E9LA04, AC9E10LA04

5. Vocabulary Activity: Words of Encouragement

Here are 5 expressions from the chapter that reflect faith, comfort, or perseverance. Complete the table:

Word or Phrase	What It Means / Shows	Sentence of Your Own
Scripture hidden	memorised Bible verses in the mind	
prisoner choir	group singing in captivity	
hidden light	internal, uncrushable faith	
letters from home	precious connection to loved ones	
still thankful	choosing gratitude in suffering	

Addresses:

AC9E9LA04, AC9E10LA04

6. Writing Task: Personal Reflection Letter

Imagine you are Corrie writing a letter to Betsie during this chapter (even if they are together, imagine they’re separated again).

Include:

- A description of the surroundings
- A spiritual encouragement or reflection
- A hope or prayer for the future

Years 7 - 8: Write one structured paragraph

Years 9 - 10: Write two paragraphs using literary language, contrast, or metaphor

Addresses:

AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

7. Theme Reflection: Cooperation with God's Strength

Write 3-5 sentences responding to:

- How did Corrie show obedience and trust in this chapter?
- Why is hope a form of strength?
- How can people cooperate with God by encouraging others even when life is hard?

Extension (Years 9 - 10):

Reflect on Philippians 2:15 *"Then you will shine among them like stars in the sky as you hold firmly to the word of life."* How does this verse connect with the way Corrie and others held onto Scripture?

Addresses:

AC9E7LE02, AC9E8LE02, AC9E9LY02, AC9E10LY01

Wrap-Up Thought

In the darkest places, even a whisper of worship becomes a shout of defiance. When darkness, evil, or unkindness threatens to overwhelm you and keep you depressed, it is an act of defiance to choose to focus on God and view life and people through the eyes of God's love for yourself and others. Corrie reminds us that cooperation with God doesn't always mean that you will escape trouble. But if you ask Him, He will give you an inner reserve of the strength to stay faithful where you are, shining quietly in the shadows.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA04** Understand how language features and text structures can be used to achieve particular effects.
- **AC9E7LE02** Analyse and explain how language features and literary devices are used in literary texts.
- **AC9E7LY02** Use comprehension strategies to analyse and compare information and ideas in texts.

Year 8:

- **AC9E8LA05** Understand how authors innovate with text structures and language for specific purposes and effects.
- **AC9E8LE02** Analyse how language features, literary devices and text structures are used to represent themes, characters and settings.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA04** Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion.
- **AC9E9LE01** Analyse how text structures, language features and literary devices combine in literary texts to influence audiences.

- **AC9E9LY02** Apply comprehension strategies to compare and evaluate representations of people, places, events and concepts in texts.

Year 10:

- **AC9E10LA04** Evaluate the ways that authors use text structures and language to represent ideas, issues and themes in literary texts.
- **AC9E10LE02** Analyse how literary devices and language features in texts influence audience understanding of characters, settings and events.
- **AC9E10LY01** Apply comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 19: A Place of Ministry

Text: *The Hiding Place*, Chapter 13 - “Ravensbrück”

Lesson Focus:

Corrie and Betsie arrive at Ravensbrück concentration camp. In one of the darkest places of World War II, Betsie brings hope, unity, and spiritual comfort to others through prayer and encouragement. This lesson focuses on **the Body of Christ**, unity through suffering, and the choice to bless rather than curse. When we say ‘The Body of Christ’ we refer to the term that the Bible uses for the Church, when Christians cooperate together, each one using their gifts and talents, doing their part as though they are different members of the one body.

1. Read Chapter 13 - “Ravensbrück”

As you read:

- Observe the emotional and physical horrors described
 - Think about how Corrie and Betsie respond differently to hardship
 - Notice the way Betsie ministers to others through words and attitude
-

2. Narration Activity

Summarise the events of this chapter:

- What is Ravensbrück like?
- How do Betsie and Corrie continue their ministry in the camp?
- What stands out most about the way Betsie speaks and prays?

Write or speak your own summary.

Addresses:

AC9E7LY02, AC9E8LY01, AC9E9LY02, AC9E10LY01

3. Comprehension and Reflection

Years 7 - 8:

- Why does Corrie struggle with despair while Betsie remains peaceful?

- How does Betsie bring hope to others?
- What is the “church” that forms in the barracks?

Years 9 - 10:

- What does the chapter reveal about sacrificial love and forgiveness?
- How does Betsie’s language reflect her spiritual maturity?
- What are the implications of choosing to bless enemies in such a place?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01

4. Literary Analysis: Contrast and Transformation

Identify a passage that contrasts:

- Light vs. darkness
- Hope vs. despair
- Flesh vs. spirit
- Revenge vs. forgiveness

Analyse:

- How is the contrast presented?
- What language or imagery is used?
- What does this reveal about a person’s character when they are under pressure?

Addresses:

AC9E7LA03, AC9E8LA04, AC9E9LA04, AC9E10LA04

5. Vocabulary Activity: Words of Ministry and Unity

Choose five expressions that relate to ministry, hope, or faith. Complete the table below.

Word or Phrase	What It Means / Shows	Sentence of Your Own

Addresses:

AC9E9LA04, AC9E10LA04

6. Writing Task: Diary Entry from Ravensbrück

Write a diary entry from Corrie’s point of view. Include:

- A moment of despair or fear

- A prayer or memory that helps her keep going
- A reflection on Betsie's kindness and faith

Years 7 - 8: One paragraph using personal reflection

Years 9 - 10: Two paragraphs using tone, inner dialogue, and metaphor

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01

7. Thematic Reflection: The Church in Suffering

Write 3 - 5 sentences:

- What does it mean to be part of the Body of Christ even in prison?
- Why do you think Betsie's words had power even when no one was free?
- What kind of cooperation is needed to support each other in trials?

Extension (Years 9 - 10):

Reflect on Romans 12:21 *"Do not be overcome by evil, but overcome evil with good."* How does Betsie live this out?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01

Wrap-Up Thought

The Church is not a building-it is people joined in faith. Even in Ravensbrück, through whispered prayers, hidden Scriptures, and unbreakable love, Corrie and Betsie were part of Christ's body. And that body, though bruised, was not broken.

”

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA03** Understand how vocabulary and language features can be used to represent ideas and events.
- **AC9E7LE03** Reflect on the contexts in which texts are created and received, identifying how these influence meaning.
- **AC9E7LY02** Use comprehension strategies to analyse and compare information and ideas in texts.

Year 8:

- **AC9E8LA04** Recognise how language shapes representations of people, places, events and concepts, and evaluate the effectiveness of these representations.
- **AC9E8LE01** Explore how themes and ideas are developed in literary texts through characterisation, setting and plot structure.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA04** Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion.
- **AC9E9LE02** Analyse how themes and characters are created using text structures and language features.

- **AC9E9LY02** Apply comprehension strategies to compare and evaluate representations of people, places, events and concepts in texts.

Year 10:

- **AC9E10LA04** Evaluate the ways that authors use text structures and language to represent ideas, issues and themes in literary texts.
- **AC9E10LE01** Analyse how representations of people, places, events and concepts are influenced by contexts.
- **AC9E10LY01** Apply comprehension strategies to compare and contrast ideas and opinions in texts, identifying how texts are created for different purposes and audiences.

Lesson 20 – Kokoda

Poem: “*The Power of Kokoda*” by Dean Trevaskis

Theme: Endurance, support, interdependence

Historical Link: Kokoda Track campaign and PNG-Australian cooperation

Lesson Focus

In this lesson, students explore a modern poem reflecting on the physical and emotional trials of the Kokoda campaign. The poem emphasises mutual dependence and cooperation through vivid imagery, rhythm, and contrast.

Poem: “*The Power of Kokoda*” by Dean Trevaskis

[Winner 2008, ‘The Blackened Billy Award’, Tamworth, NSW]

I’ll never know the sickening sound a fifteen-pounder makes
That blows a mate to pieces as the ground around you shakes.
Or how the memories haunt you if you chance to make it back.
I’ll never know the price they paid to walk Kokoda Track.

I’ve slogged across its gruelling, steep, uncompromising grind,
That stretched the outer limits of my body and my mind.
But I wasn’t being shot at in surprise attacks at night;
My name’s not on a headstone in Bomana’s rows of white.

I know about the stifling heat and oozing, rancid mud,
But not the putrid stench of death or rivers running blood.
I went to thank my Granddad and the other Diggers who
Withstood, then beat, the Japanese in nineteen forty two.

My group was drawn from family. My aunts and uncle came,
With cousins and a sister, bearing ‘Hec’s Mob’ as our name.
We walked in Hector’s footsteps with humility and pride,
Prepared to conquer challenges with history as our guide.

We spoke about the thirty-ninth and what they’d given here.
They overcame their low morale, malaria and fear
When told to fight until the death, until the job was done,
And fight they did, against the odds, outnumbered, six to one.

I watched my cousin cramp, then spew, three hours along the track,
His pallid face and sunken eyes reflecting an attack
Of crippling dehydration and a lack of self-belief;
He focused on the blokes who fought and therein found relief.

He rose above his doubts and pain to redefine his best,
The spirit of the thirty-ninth was beating in his chest.

Their aura, undeniable, profoundly touched us all.
Their stories lifted weary legs each time we hit the wall.

Like Corporal Johnny Metson. On his bandaged hands and knees
He scrabbled on the jungle floor, avoiding Japanese
For weeks with fifty comrades forced to head off track and hide;
With ankles shot to pieces, he refused the stretcher ride.

And brave Lieutenant Bisset. He was leading from the front,
Entrenched at Isuarava when his stomach bore the brunt
Of enemy machine gun fire; the morphine eased the pain.
He died within his brother's arms in drenching Papuan rain.

When Kingsbury turned a charging horde with Bren gun on his hip,
He lost his life and won a cross for selfless leadership.
The ripples of his actions had extended sixty years.
My sister raised the flag as past and present merged in tears.

She'd never travelled overseas, she'd scrimped all year to come.
Her struggle was the stigma of a teenage single Mum.
In that moment she was everything she thought she couldn't be!
With Kingsbury's spirit in her veins she cut her demons free.

My aunties were an inspiration plodding down the back,
They sang to keep their spirits high, they understood the Track!
The rest were fighting stomach bugs, collapsing knees and pain.
They'd say "don't worry, I'll be right" and soldier on again.

Brigade Hill saw us silenced by the mist which rose and cast
A melancholy shadow. Was it ghosts of Diggers past?
The likes of fallen heroes: Langridge, Lambert, Wilson, Nye,
Who went to help their stranded mates, aware that they would die.

My stomach churned for what they gave upon that sacred hill.
I'd not felt more Australian and I doubt I ever will.
Those Diggers are my reference point, a temple in my head.
I don't complain when things get tough, I think of them instead.

Our journey in their footsteps has instilled an attitude,
Of daily viewing ups and downs through eyes of gratitude.
It taught us much about ourselves demanding that we pause
And focus on our core beliefs, our inner strengths and flaws.

We felt a force along the track that pushed us all beyond
Our limits and our breaking points to form a closer bond.
We came back better people for a price those Diggers paid,
I never will forget them or the sacrifice they made.

1. Comprehension – Narration

Summarise (4 - 6 sentences) what is described: the terrain, challenges, emotional tone, and references to cooperation.

Addresses: AC9E7LY02 – AC9E10LY01

2. Comprehension & Analysis

- **Y7 - 8:** What physical and emotional struggles are depicted? How are words like “mate” or “support” used?
- **Y9 - 10:** How does the poem use contrast (e.g., beauty vs suffering) to elevate the power of cooperation?

Addresses: AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

3. Device Study

Device	Example (guideline)	Effect
Vivid imagery	“sickening sound... blows a mate to pieces”	Confronting reality, evokes empathy
Colloquial tone	Use of “mate,” “ground”	Grounds poem in lived experience, fosters connection
Contrast	Gruelling pain vs pulling through	Highlights resilience through cooperation

Addresses: AC9E7LA03, AC9E8LA04, AC9E9LA04, AC9E10LA04

4. Vocabulary Activity

Pick three strong terms: e.g., “sickening,” “mate,” “gruelling”. You can pick these or three other ones. Define, discuss the effect of the words, then create your own sentence using each word, and the sentence should tell something about support or cooperation.

Addresses: AC9E9LA04, AC9E10LA04

5. Reflective Writing

Y7 - 8: Write one paragraph describing a difficult journey solved together, using descriptive imagery.

Y9 - 10: Two paragraphs using metaphor (e.g., mountain as struggle), contrast, or symbolism to show teamwork.

Addresses: AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

6. Theme Reflection

Write 3 - 5 sentences:

- How does mutual support create strength?
- How does the poem reflect bravery and cooperation?
- *Extension (Yr9 - 10):* Consider how Australian bravery was aided by PNG villagers - what does this cooperation teach us?

AC9E7LE02, AC9E8LE02, AC9E9LY02, AC9E10LY01

Wrap-Up Thought

The victories of Kokoda were won through shared help, hope, and the bond of friendship. Cooperatively working together gave soldiers and villagers the encouragement they needed, with the strength to survive.

Curriculum Links

Year 7: AC9E7LA03, AC9E7LE02, AC9E7LY02

Year 8: AC9E8LA04, AC9E8LE02, AC9E8LY01

Year 9: AC9E9LA04, AC9E9LE01, AC9E9LY02

Year 10: AC9E10LA04, AC9E10LE02, AC9E10LY01

Lesson 21: Betsie's Vision

Text: *The Hiding Place*, Chapter 14 - "The Blue Sweater"

Lesson Focus:

This chapter presents one of the most moving scenes in the book: Betsie's prophecy of life after the war, her vision for ministering to both victims and enemies, and her continued peace in suffering. It challenges readers to consider forgiveness, how each person has a divine purpose, and the cooperation of believers even in affliction.

1. Read Chapter 14 - "The Blue Sweater"

As you read:

- Observe the way Corrie describes Betsie's physical weakness alongside her spiritual strength.
 - Notice any passages where hope or vision for the future is mentioned.
 - Pay attention to the themes of restoration and purpose after suffering.
-

2. Narration Activity

In your own words:

- Summarise what happens in this chapter.
- What is Betsie's vision for the future?
- What makes her ideas so surprising or powerful?

Addresses:

AC9E7LY02, AC9E8LY01, AC9E9LY02, AC9E10LY01

3. Comprehension and Discussion

Years 7 - 8:

- What physical condition is Betsie in during this chapter?
- Why does Corrie struggle to believe Betsie's vision?
- What does this show about faith?

Years 9 - 10:

- What is radical about Betsie's vision for the post-war world?
- How does this reflect the teaching of Jesus in Matthew 5:44: "Love your enemies"?
- How might her words shape Corrie's life after the war?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01

4. Literary Focus: Characterisation and Prophetic Voice

Choose a paragraph in which Betsie speaks clearly about her vision for the future.

Then analyse:

- How does Corrie describe her sister's tone and expression?
- What words does Betsie use to convey her message?
- How does this moment stand out from the darkness around them?

Write one paragraph (Years 7 - 8) or two (Years 9 - 10) explaining how language is used to show Betsie's role as a spiritual voice.

Addresses:

AC9E7LA04, AC9E8LA05, AC9E9LA04, AC9E10LA04

5. Vocabulary & Symbolism Activity

Fill in the table based on this chapter:

Word or Phrase	What It Symbolises	Sentence of Your Own
Blue sweater	Human warmth, care, home	
"We must tell them!"	Gospel urgency, healing mission	
Tired eyes, shining	Spirit overcoming body	
"There is no pit so deep..."	God's presence in the worst places	
Plans for the camp house	Restoration, hope, reconciliation	

Addresses:

AC9E9LA04, AC9E10LA04

6. Writing Task: Reflective Essay - "Betsie's Legacy"

Write a response to the question:

What was Betsie's true strength, and how did she influence Corrie's journey of faith?

Years 7 - 8: One paragraph with examples from the text

Years 9 - 10: Two structured paragraphs with examples, explanation, and personal reflection

Include:

- A description of Betsie’s vision
- Why it matters
- What it teaches about God, love, or forgiveness

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01

7. Thematic Reflection: Obedience, Faith, and Cooperation

Write 3 - 5 sentences:

- What does it mean to obey God even when life seems to be ending?
- How did Betsie remain cooperative with God's will, even when others gave up?
- What can we learn from her example of quiet strength?

Extension (Years 9 - 10):

Compare Betsie’s vision with Isaiah 58:12 - “*You will be called Repairer of Broken Walls, Restorer of Streets with Dwellings.*” How does her dream fit with this prophecy?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01

Wrap-Up Thought

Betsie may have been weak in body, but her spirit was full of life. In the horror of Ravensbrück, she became a prophet of restoration, proving that the Body of Christ is never powerless-because love, when rooted in obedience to Christ, is stronger than any prison wall.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA04** Understand how authors use language features and vocabulary to create tone and represent ideas.
- **AC9E7LE03** Reflect on the contexts in which texts are created and received, identifying how these influence meaning.
- **AC9E7LY02** Use comprehension strategies to analyse and compare information and ideas in texts.

Year 8:

- **AC9E8LA05** Understand how authors innovate with language for specific effects.
- **AC9E8LE01** Explore how themes and ideas are developed in literary texts through characterisation and plot.
- **AC9E8LY01** Apply comprehension strategies to interpret and evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA04** Investigate how vocabulary choices, including evaluative language, can express meaning and emotion.
- **AC9E9LE02** Analyse how themes and characters are created using text structures and language features.
- **AC9E9LY02** Apply comprehension strategies to compare and evaluate how texts represent ideas and events.

Year 10:

- **AC9E10LA04** Evaluate how authors use language and structure to shape meaning, values and ideas.
- **AC9E10LE01** Analyse how representations of people, places, and events are influenced by context.

- **AC9E10LY01** Apply comprehension strategies to compare and contrast ideas and opinions in texts.

Lesson 22: The Victory of Forgiveness

Text: *The Hiding Place*, Chapter 15 - “The Three Visions”

Lesson Focus:

Corrie ten Boom is unexpectedly released from the concentration camp. Her experience of freedom becomes a fulfilment of Betsie’s earlier vision. This lesson explores the victory of forgiveness, how obedience to God’s direction brings blessing, and how our personal callings contribute to God’s larger purpose.

1. Read Chapter 15 - “The Three Visions”

As you read:

- Consider what “freedom” means to Corrie.
 - Look at how God’s timing and plan come together.
 - Pay attention to Corrie’s decision to carry on Betsie’s vision.
-

2. Narration Activity

In your own words:

- What happened in this chapter?
- How was Corrie’s release both unexpected and providential?
- What did Corrie choose to do after the war?

Addresses:

AC9E7LY02, AC9E8LY01, AC9E9LY02, AC9E10LY01

3. Comprehension and Reflection

Years 7 - 8:

- What emotions did Corrie feel when she was released?
- What role did obedience play in her actions after release?
- How did she honour Betsie’s vision?

Years 9 - 10:

- In what ways does Corrie's decision to forgive mirror the gospel message?
- What does this chapter show about calling and personal mission?
- How does the chapter connect to themes of cooperation, restoration, and healing?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01

4. Literary Analysis: Resolution and Fulfilment

Choose a paragraph that reflects Corrie's sense of purpose after release.

Analyse:

- What language techniques reflect closure or fulfilment?
- How does the imagery reflect new beginnings?
- What emotional tone is conveyed?

Write one paragraph (Years 7 - 8) or two paragraphs (Years 9 - 10).

Addresses:

AC9E7LA04, AC9E8LA05, AC9E9LA04, AC9E10LA04

5. Vocabulary Focus: Words of Hope and Calling

Choose five phrases from the chapter that relate to healing, freedom, or vision:

Word or Phrase	What It Reflects	Sentence of Your Own

Addresses:

AC9E9LA04, AC9E10LA04

6. Writing Task: Personal Application Essay - "My Role in God's Big Story"

Write a short essay answering the question:

How can I be part of God's healing and restoration in the world today?

Years 7 - 8: One structured paragraph

Years 9 - 10: Two well-developed paragraphs, using biblical principles or examples from Corrie's story

Suggestions:

- What spiritual gifts, talents or passions do you have that could be used to make the world a better place?
- How might God use your obedience in small or big ways?
- How does Corrie's example inspire you?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01

7. Thematic Reflection: Cooperation and Calling

Write 3 - 5 sentences:

- What does Corrie's story teach us about working with others in God's plan?
- How do obedience, forgiveness, and perseverance all contribute to healing?
- How can we show cooperation with fellow believers in practical ways, to accomplish God's work on earth?

Extension (Years 9 - 10):

Read again the Bible text from lesson 20 (1 Corinthians 12:12 – 27) and reflect on how Corrie and Betsie each fulfilled different roles in the Body of Christ. What would the Church look like if each of us lived out our calling?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01

Wrap-Up Thought

Corrie's release from the camp wasn't just about personal survival-it was about stepping into a greater mission of mercy and ministry. God's people are called to bring hope and healing, each doing their part in the Body of Christ. Corrie obeyed-and the world was changed.

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA04** Understand how vocabulary and language features can be used to influence audience response.
- **AC9E7LE03** Reflect on how texts are shaped by context, purpose and audience.
- **AC9E7LY02** Use comprehension strategies to analyse and compare ideas and information in texts.

Year 8:

- **AC9E8LA05** Understand how authors use text structures and language for particular purposes and effects.
- **AC9E8LE01** Analyse how characters, events and settings are created to reflect themes.
- **AC9E8LY01** Apply comprehension strategies to evaluate representations of people, events and issues in texts.

Year 9:

- **AC9E9LA04** Investigate how language expresses meaning, mood, and perspective.
- **AC9E9LE02** Analyse how themes, characters and settings are developed using language features.
- **AC9E9LY02** Apply comprehension strategies to analyse perspectives and values in texts.

Year 10:

- **AC9E10LA04** Evaluate how authors represent themes and ideas through language and structure.
- **AC9E10LE01** Analyse how context influences representations in literary texts.
- **AC9E10LY01** Compare and contrast ideas and opinions in texts, considering audience and purpose.

Lesson 23 – The Holocaust

Poem: “*The Butterfly*” by Pavel Friedmann

Theme: Loss, hope, remembrance (non-violent resistance)

Historical Link: Holocaust, Holocaust memory and cooperation in remembrance

Lesson Focus

This lesson introduces students to poetry as witness and remembrance. Through Friedmann’s delicate imagery and symbolism, students examine how poems can honour loss and call for hope through cooperative memory.

Poem: “*The Butterfly*” by Pavel Friedmann

This poem was written by Pavel Friedmann, at Theresienstadt concentration camp on 4 June 1942. Pavel Friedmann was a Jewish and Czechoslovak poet who died during the Holocaust. On 29 September 1944 he was deported to Auschwitz where he was murdered. Posthumously, he came to fame for his poem ‘The Butterfly.’ In ‘The Butterfly’ the poet taps into themes of freedom and confinement as well as hope and despair. There are a couple of versions of the poem being translated from Czechoslovakian to English. Here is one version.

The Butterfly:

The last, the very last one,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun’s tears would sing
against a white stone...

Such, such a yellow
Is carried lightly ‘way up high.
It went away I’m sure because it wished
to kiss the world goodbye.

For seven weeks I’ve lived in here,
Penned up inside this ghetto
But I have found my people here.
The dandelions call to me
And the white chestnut candles in the court.
Only I never saw another butterfly.

That butterfly was the last one.
Butterflies don’t live in here,
In the ghetto.

1. Comprehension – Narration

Write 4–6 sentences summarising what is described in the poem (a lone butterfly, its emotional impact, the context).

Addresses: AC9E7LY02 – AC9E10LY01

2. Comprehension & Analysis

- **Y7 - 8:** What symbols of nature are used? What emotions arise from “the last one”?
- **Y9 - 10:** How does the poem contrast freedom (butterfly) with imprisonment to deepen meaning?

Addresses: AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

3. Device Study

Uncover devices such as:

- Metaphor (butterfly = freedom)
- Contrast (life vs imprisonment)
- Sparse diction and tone

Explain their emotional and thematic effects.

Addresses: AC9E7LA03, AC9E8LA04, AC9E9LA04, AC9E10LA04

4. Vocabulary Activity

Focus: “the dandelions call to me,” [another version says “Daisys call to me”]; “penned up inside this ghetto,” “truly the last one”. Define and discuss emotional weight, then craft sentences showing resilience or remembrance.

Addresses: AC9E9LA04, AC9E10LA04

5. Reflective Writing

Y7 - 8: One paragraph reflecting on seeing the butterfly and feeling sadness or hope.

Y9 - 10: Two paragraphs using contrast or metaphor to consider what the poem asks us to remember and do.

Addresses: AC9E7LE02, AC9E8LE02, AC9E9LE01, AC9E10LE02

6. Theme Reflection

Write 3 - 5 sentences:

- Why is this poem a cooperative act of remembering?
- How does non-violent remembrance build unity?
- *Extension:* Reflect on the Christian call to remember suffering and uphold hope. How does this poem exemplify that?

Addresses: AC9E7LE02, AC9E8LE02, AC9E9LY02, AC9E10LY01

Wrap-Up Thought

Pavel Friedmann’s “Butterfly” becomes a fragile yet profound memorial. In remembering, we cooperate in bearing witness to loss, and affirm hope over silence.

Curriculum Links

Year 7: AC9E7LA03, AC9E7LE02, AC9E7LY02

Year 8: AC9E8LA04, AC9E8LE02, AC9E8LY01

Year 9: AC9E9LA04, AC9E9LE01, AC9E9LY02

Year 10: AC9E10LA04, AC9E10LE02, AC9E10LY01

Lesson 24: A Life Poured Out

Text: *The Hiding Place*, Epilogue

Theme: Corrie's legacy and our response to God's calling

Lesson Focus:

Corrie's post-war life was devoted to proclaiming forgiveness and healing. The epilogue reveals how she fulfilled Betsie's vision, restoring lives and spreading hope. This lesson encourages students to reflect on their own legacy of cooperation and faith.

1. Read the Epilogue

As you read:

- Think about Corrie's work after the war.
 - Note how she describes the people she helped and the places she visited.
 - Reflect on how her mission aligns with Betsie's earlier vision.
-

2. Narration Activity

Summarise the Epilogue aloud or in writing:

- What did Corrie do after the war?
- How did she share God's message?
- What was the lasting result of her obedience?

Addresses:

AC9E7LY02, AC9E8LY01, AC9E9LY02, AC9E10LY01

3. Comprehension and Discussion

Years 7 - 8:

- What practical steps did Corrie take to fulfil her calling?
- Why did people listen to her?
- What do you think made her message powerful?

Years 9 - 10:

- How does Corrie's post-war ministry reflect Betsie's vision in earlier chapters?
- What does this reveal about long-term obedience and trust?
- How does Corrie use storytelling and testimony as a persuasive tool?

Addresses:*AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01*

4. Literary Focus: Autobiographical Voice and Legacy

Corrie uses her personal story to encourage others. Choose a paragraph that shows her tone (gentle, faithful, confident, hopeful).

Then write:

- What is the tone of the paragraph?
- What literary techniques help create that tone?
- How does this passage inspire the reader?

Years 7 - 8: One paragraph

Years 9 - 10: Two analytical paragraphs with examples

Addresses:*AC9E7LA04, AC9E8LA05, AC9E9LA04, AC9E10LA04*

5. Vocabulary & Personal Response

Corrie uses simple yet powerful language. Use these 5 words or phrases from the Epilogue to explore what they reveal about her mission:

Word/Phrase	Meaning/Emphasis	Sentence of Your Own
"I forgave him"	Victory of grace over bitterness	
"God's love is deeper still"	God's reach into pain and brokenness	
"We brought them home"	Ministry to wounded souls	
"No pit is too deep"	Hope for everyone	
"I travelled and told"	Obedience in action	

Addresses:*AC9E9LA04, AC9E10LA04*

6. Writing Task: Legacy Letter – "My Message to the World"

Write a letter as if you were at the end of your life, like Corrie, sharing what you've learned and what you hope others will remember.

Include:

- What you believe matters most
- What lessons from Corrie's life you want to follow
- A message of encouragement or challenge to future generations

Years 7 - 8: One heartfelt paragraph

Years 9 - 10: Two or three structured paragraphs using tone and imagery

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01

7. Thematic Reflection: Cooperation in God's Kingdom

Write 3 - 5 sentences:

- What legacy did Corrie and Betsie leave behind?
- How does their story show the importance of teamwork in God's plan?
- What part can you play in the Body of Christ (the fellowship of believers)?

Extension (Years 9 - 10):

Reflect on Hebrews 12:1 *"Since we are surrounded by such a great cloud of witnesses... let us run with perseverance the race marked out for us."*

How does Corrie's life inspire you to continue that race?

Addresses:

AC9E7LE03, AC9E8LE01, AC9E9LE02, AC9E10LE01

Wrap-Up Thought

Corrie ten Boom didn't seek greatness-but she followed God's calling in obedience, faith, and love. Instead of the natural tendency towards bitterness, her story ends with a legacy of mercy and courage. Our stories are still being written. What kind of chapter will you add?

Curriculum Links (Australian Curriculum v9)

Year 7:

- **AC9E7LA04** Understand how language and vocabulary create tone and represent ideas.
- **AC9E7LE03** Reflect on how texts are shaped by context, purpose and audience.
- **AC9E7LY02** Use comprehension strategies to analyse and connect ideas and information in texts.

Year 8:

- **AC9E8LA05** Understand how authors use structures and language for specific purposes and effects.
- **AC9E8LE01** Analyse how ideas and values are explored through characters and events.
- **AC9E8LY01** Apply comprehension strategies to evaluate perspectives and themes.

Year 9:

- **AC9E9LA04** Investigate how vocabulary and evaluative language express emotion and worldview.
- **AC9E9LE02** Analyse how structure and language combine to express values and position the reader.
- **AC9E9LY02** Evaluate ideas and perspectives in texts and how these reflect social and cultural contexts.

Year 10:

- **AC9E10LA04** Evaluate how language and structure influence audience interpretation of ideas and themes.
- **AC9E10LE01** Analyse how representations in texts reflect social and historical context.
- **AC9E10LY01** Compare and contrast perspectives and values in texts created for different audiences and purposes.

WEEK 9	CULMINATING PROJECT OR ASSESSMENT

Year 10 English Final Assessment

Text Focus: *The Hiding Place* by Corrie ten Boom

Curriculum Links:

- AC9E10LE01, AC9E10LE02, AC9E10LE03 (Literature)
- AC9E10LA01, AC9E10LA04 (Language)
- AC9E10LY01, AC9E10LY05 (Literacy)

Section A: Comprehension and Analysis (30 marks)

Answer all questions in complete sentences.

- Character Study** (6 marks)
 - Describe Corrie ten Boom's character using three adjectives. Provide evidence from the text for each.
 - How does Corrie's relationship with her sister Betsie influence her actions throughout the memoir?
- Themes** (6 marks)

Identify and explain two major themes in *The Hiding Place*. Use examples from the text to support your response.
- Historical Context** (6 marks)

Explain how the historical setting of World War II impacts the events and characters in the memoir.
- Symbolism and Motifs** (6 marks)

Discuss the significance of "the hiding place" as both a literal and symbolic element in the story.
- Author's Purpose and Perspective** (6 marks)

What message do you think Corrie ten Boom wanted to convey through her memoir? How does her Christian faith shape her perspective?

Section B: Creative Response (20 marks)

Choose **one** of the following tasks:

Option 1: Diary Entry

Write a diary entry from Corrie's perspective during her time in Ravensbrück concentration camp. Reflect on her emotional state, her faith, and her hopes.

Option 2: Interview Transcript

Imagine you are a journalist interviewing Corrie ten Boom after the war. Write a transcript of the interview, including at least five questions and Corrie's detailed responses.

Option 3: Alternate Ending

Write an alternate ending to *The Hiding Place* that explores what might have happened if Corrie had not been released from the concentration camp.

Section C: Language and Style (20 marks)

Answer all questions.

1. **Narrative Voice** (5 marks)
How does Corrie's use of first-person narration affect the reader's understanding of events and emotions?
2. **Language Features** (5 marks)
Identify and explain two examples of figurative language used in the memoir. What effect do they have?
3. **Tone and Mood** (5 marks)
Choose a passage from the memoir and describe its tone and mood. How does the language contribute to this?
4. **Vocabulary and Expression** (5 marks)
Rewrite the following passage in more formal language (teacher to provide excerpt from the book).

Assessment Criteria

- Understanding of text and context
- Ability to analyse literary techniques
- Creativity and empathy in written response
- Clarity, coherence, and control of language