

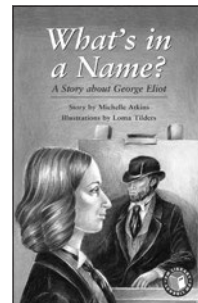
# What's in a Name?

PM Level 30

Sapphire

**Text Type** Narrative

**Running Words** 2545



## Preparing for Guided Reading

### Orientation to the text

- George Eliot is considered, even to this day, to be one of the world's greatest novelists, but a great deal of mystery surrounded this famous writer. Through a glimpse back in time, Marian Evans confesses, *she* is, in fact, George Eliot! She is forced to keep her identity a secret and use this false name because she would not be taken seriously as a writer if she confessed she was a woman. Times were very different in the 1800s. Marian is successful in keeping her secret, until an artist painting her portrait uncovers the truth.

### Prior knowledge

- Observe the cover illustration and title. Ask students when this story may have been set. Ask them to predict what this story might be about.
- Read the preface about Marian Evans/George Eliot out loud to the children. Discuss the features of this short biography.
- Discuss some of the differences between the Victorian era and now.

## Building the Balanced Reader

### Grammatical conventions

- Revise the text structure of a narrative – orientation, complication and resolution.
- Discuss the structure of a formal letter.
- First person pronouns are used in the text, e.g. *I, my*. Discuss the pronouns used in the letter.
- Identify various ways of making antonyms, e.g. *pleasant – unpleasant; normal – abnormal; true – false*.

### Vocabulary

#### Key vocabulary

artistic, channel, committed, complimented, compose, contrasts, disguise, distracted, dreary, editor, flattered, identified, imposter, insensitivity, intellect, interruption, momentarily, novelist, portrait, published, pronounce, proposal, reflection, rejected, reputation, stately, suing, tainting, unveiling, valuable, vision

### Spelling

- Use prefixes and suffixes to build new words, e.g. *sense, senses, sensed, sensitive, sensitively, sensitivity, insensitivity*.

### Visual Literacy

- Compare the images of Marian Evans on pp. 4 and 31. How similar are they?
- Why has the illustrator included the flowers as part of the design used in the text?

### Focusing on the story – guided reading

- Explain that George Eliot was a pseudonym for Mary Ann/Marian Evans. Ask students why Mary Ann may have changed her name twice. Make a list of reasons why people change their names (e.g. for fame and privacy).
- Ask students to silently read to the end of Chapter 4, then ask:

*In what ways was Marian different to other women of her time?*

*How did Marian's publisher discover her true identity?*

*What is the risk that Marian takes? Why does she take it?*

- Encourage students to write a list of reasons 'for' and 'against' Marian deciding to sit for the painter.
- Ask students to recall the content of the previous chapters, outlining the orientation and the complication.
- Ask students to silently read to the end of Chapter 8, then ask, *Why did Marian's shy act make the painter's job more difficult?*
- Encourage students to write down the dialogue that may have occurred between Mr Willows and Marian after Mr Willows asked, "Mr Eliot ... who are you?"

### Comprehension

- What was Marian Evans' secret? (*Literal*)
- What was the most important prop in Marian's disguise? (*Inferential*)
- Why do you think mostly men will show up at the exhibition? (*Applied Knowledge*)

### Follow-up activities

- In small groups, ask students to write another chapter to the text, about the events involving the imposter at the exhibition.
- Conduct some research to find other authors or artists who write under a different name. Indicate why they chose to adopt an alternative name to attach to their work.

# What's in a Name?

Date \_\_\_\_\_

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## Learning Intentions

- We are learning to understand that many people share their experiences to help others.
- We are learning to understand more complex language effects in narrative texts.

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## Success Criteria

- I can learn from the experiences of others and share my experiences with them.
- I can understand and use more complex language effects when I write narrative texts.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up