 Year 11/12 English Studies

The Way We Were – English for exploring our past

Duration

20 hours

Focus question(s)

* In what ways do people communicate history to audiences?
* How can your understanding of historical texts be effectively presented?
* Why do we need to acknowledge the role of perspective?

Textual concepts

* Context – Students understand how the complexity of their own and of other contexts shape composition and response to text.
* Perspective – Students understand that perspective provides a frame through which we learn to see the world.

Textual processes

* Understanding – Students use a range of strategies to discriminate nuanced meaning. In their responding and composing, they transfer their knowledge of texts to new contexts.
* Engaging critically – Through responding and composing, students critically analyse and evaluate the ways in which texts represent different ideas and perspectives. They recognise the effect of context on meaning.

Outcomes

| Year 11 | Year 12 |
| --- | --- |
| ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts, and texts from academic, community, workplace and social contexts for a variety of purposesES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of waysES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade | ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts, and texts from academic, community, workplace and social contexts for a variety of purposesES12-3 accesses, comprehends and uses information to communicate in a variety of waysES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences |

Assessment outline

* Pre-test (Assessment for Learning)
* Annotation and PechaKucha (Assessment as Learning)
* Letter to the Author (Assessment of Learning)

Key texts

* ‘300’ Trailer (green band version for all audiences), directed by Zack Snyder, 2007
* ‘Pocahontas’ Trailer, directed by Mike Gabriel and Eric Goldberg, 1995
* ‘Little White Duck’ by Na Liu and Andres Vera Martinez, graphic novel, published by Graphic Universe, 2012, ISBN 9780761381150
* ‘They Took the Children Away’ by Archie Roach, song, album: Ruby, released by Mushroom Records, 2005
* ‘Between Catastrophe and Survival: The Real Journey Captain Cook Set Us On’, ABC News, Aug 25, 2017
* ‘Aussie Taliban’, Daily Telegraph, Aug 23, 2017
* ‘Lance Franklin Opens Up…’, Daily Telegraph, May 25, 2016

| Outcomes/content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| Year 11ES11-1 identify and describe elements of literary texts, for example characterisation, narrative, tone, description and settingES11-3 distinguish between facts and opinions presented in textsES11-9 explore the use of narrative features, for example point of view in film, fiction and video gamesES11-9 explain shifts in intonation and point of view, identifying the effect of language choices on an audienceYear 12ES12-1 explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and settingES12-3 identify and assess facts and opinions presented in textsES12-9 explain how texts use language to appeal to the beliefs, attitudes and values of an audienceES12-9 express a clear point of view on the ideas and issues explored in texts supported by appropriate evidence as support | Students undertake diagnostic assessment for learning test (Resource 1) to demonstrate their capabilities in relation to each of the module’s outcomes. The teacher then uses the marking guidelines (Resource 2) to gather data on their cohort. Students will complete this diagnostic test during a class lesson. The diagnostic test does not require exam conditions however it is important that the teacher explains to students that this resource will be used to help determine what understanding/skills they already have and what understanding/skills need clarification or improvement during the teaching of the unit.Teacher will then either mark the diagnostic test as students finish it in class, or have them peer mark each others test with the provided guidelines. | Student will demonstrate their ability and prior knowledge in this test, which allows the teacher to use this data to differentiate and personalise instruction during the remainder of the module, pinpointing student deficiencies in relation to; detecting elements of effective text construction, determining fact versus. opinion, and identifying, explaining, and using persuasive devices. |
| Year 11ES11-1 integrate new ideas and information with existing understandingES11-3 access and investigate texts in the course of preparation for discussion, interviews and reports, and for individual and collaborative research projectsES11-3 categorise ideas and information about specific themes or ideasYear 12ES12-1 integrate prior knowledge with new information to predict, construct or confirm understandingES12-3 access and investigate texts in the course of preparation for discussion, interviews and reports and for individual and collaborative research projectsES12-3 categorise and integrate ideas and information about specific themes or ideas | Teacher takes the students through the PowerPoint (Resource 3) that will introduce them to the unit by allowing them to unpack the rubric and be introduced to the metalanguage.* Slide 2 should be conducted as a brief class prediction brainstorm. The mind map/dot points should be copied into student workbooks.
* Slide 3 should be completed as a think, pair, share activity to allow students to predict the text types that they might be engaging with during this unit.
* Slides 4-6 of the PowerPoint are to be completed in conjunction with the Rubric Worksheet (Resource 4).
* The table on slide 7 is to then be copied into student workbooks where they will individually complete it with a few dot points in each column (at least 3-5) about various events and individuals connected to the past.
* Students will then use the terms on slide 8 to match up to their definitions on the Metalanguage Worksheet (Resource 5 and 6).
 | Students engage with the unit and will predict the types of texts that they will be looking at.Students unpack the rubric and build an understanding of the unit’s expectations.Students will also further expand their vocabulary and test their current vocabulary skills. |
| Year 11ES11-1 identify the main ideas and purposes of textsES11-1 compose a range of texts in a variety of modes and media using the appropriate language and structuresES11-3 use different strategies for finding information, for example taking notes to summarise and/or paraphrase informationES11-9 explore the ways community, local or global issues are represented in social, community, workplace or literary texts, including those by and about Aboriginal and/or Torres Strait Islander people(s)Year 12ES12-1 read, view and listen to texts to connect, interpret and visualise ideasES12-1 use a range of communication skills, for example varying voice, tone and pace, to explore an idea and influence and engage an audienceES12-3 use different strategies for finding and recording information, for example taking notes to summarise and paraphrasing informationES12-9 assess the representation of community, local or global issues in social, community, workplace or literary texts, including those by and about Aboriginal and/or Torres Strait Islander people(s) | Teacher leads the students through the PowerPoint (Resource 7).* Slides 2-4 has students participate in a scaffolded Visible Thinking Routine (See, Think, Wonder). This initial activity should be done as a class discussion so that students understand what is expected from them in response to the three questions.

NOTE TO TEACHERS: If necessary, remove the chosen image and replace with a different historical image that reflects the local history of your school/students.* Slides 5-7 leads students through the same Visible Thinking Routine, however, this time students must complete the activity individually on their worksheet (Resource 8). The class can then come back and discuss as a whole.
* Slide 8 should be completed as a class, with students copying the activity onto their worksheet (Resource 9). This activity involves students comparing the way we were (as Australians), to who we are now. Modelled sample responses have been provided.
* Slides 9 should be copied into student workbooks and completed individually. Class could then have a discussion on the different text types that they have individually chosen for question three.
* Slide 10 should be completed as a brainstorm on the board for students to then use the ideas to respond to the question in full sentences and/or appropriate paragraph structure (PEEL, ALARM etc) in their workbooks.
* Slide 11 should then be copied and completed by students to allow for personal reflection.
* Slide 12 should be copied and completed onto the worksheet (Resource 9), with students engaging in the activity.
* Slide 13 provides the instructions for the interview activity. Students formulate 20 questions (some of which can be used from slide 9) and interview a peer or the teacher.
* Slide 14 has students participate in a game. Each student must make three statements about their childhood. Two statements must be a lie, one statement a truth. Once statements are made, the class must determine which statement was the truth and provide reasons for this decision before the correct answer is revealed.
 | Students will examine their local, national and personal history by engaging with photographs depicting local and national history, gaining an understanding of what can be learnt from visual texts.Students will explore the ways in which history can be communicated and the various text types that are used in this communication.Students will also understand the factors that shape an individual’s personal history and why.Students will reflect on their own personal history and communicate their story in a variety of ways. |
| Year 11ES11-3 locate and select information from a range of sourcesES11-3 reflect on the relevance and usefulness of each sourceES11-3 recognise and use ethical research practicesES11-3 categorise ideas and information about specific themes or ideasES11-3 distinguish between facts and opinions presented in textsYear 12ES12-3 locate and select information from a range of sourcesES12-3 determine the credibility and reliability of source material to contexts and topicsES12-3 use ethical research practices for example acknowledging sources and avoiding plagiarism and collusionES12-3 categorise and integrate ideas and information about specific themes or ideasES12-3 identify and assess facts and opinions presented in texts | Teacher discusses worksheet (Resource 10) with students, covering the elements of context and reliability in regard to analysing texts. Students then analyse texts in this way by responding to and filling in the table. The answers for the Fact/Opinion section are as follows:* Opinion, Fact, Fact, Opinion, Opinion, Opinion

Students should then use the internet to research and locate articles/sources in response to the research proforma (Resource 11), applying previously-learned skills. | Students will determine the difference between fact and opinion, and assess the role that context plays when evaluating a text’s credibility and reliability.Students will show increased independence in applying comprehension skills to texts whilst also demonstrating ethical research practices. |
| Year 11ES11-1 engage with a broadening range of texts that incorporate increasing levels of language complexityES11-3 reflect on the relevance and usefulness of each sourceYear 12ES12-1 engage increasingly with texts where the relationships between concepts and information is not explicit and requires inference and interpretationES12-3 determine the credibility and reliability of source material to contexts and topics | Teacher shows students the trailer for the film 300 (green band version – appropriate for all ages).Students then analyse the screenshots on the worksheet (Resource 12) by either cutting them out and annotating around them in their books, or writing dot points in their books. They are to then pick three of the shots to research, using ICT to determine their historical credibility. | Students will determine the credibility and reliability of a text in its communication of the past through an analysis of shot types and an investigation into the historical event. |
| Year 11ES11-1 develop criteria to evaluate the effectiveness of a text or its ideasES11-3 locate and select information from a range of sourcesES11-3 reflect on the relevance and usefulness of each sourceES11-3 use different strategies for finding information, for example taking notes to summarise and/or paraphrase informationES11-3 locate and select information from a range of sourcesES11-9 consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narratorES11-9 explore the ways text structures and language features are used to influence audiences, for example image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisementsYear 12ES12-1 apply and articulate criteria used to evaluate a text or its ideasES12-3 locate and select information from a range of sourcesES12-3 determine the credibility and reliability of source material to contexts and topicsES12-3 use different strategies for finding and recording information, for example taking notes to summarise and paraphrasing informationES12-3 investigate and synthesise ideas and information from a range of source materialES12-9 explore issues and ideas represented in a range of texts and explains points of view and implicationsES12-9 investigate how some points of view are privileged while others are marginalised or silenced or silenced, for example the unreliable narrator in fiction and film, the presence or absence of Aboriginal and/or Torres Strait Islander peoples or other cultural groups in Australian TV, the antagonists in drama and video games or the presentation of only one point of view in a news story | Students create a criterion for judging the perspectives offered in texts about historical events (Resource 13).Students then watch the trailer for the Disney film ‘Pocahontas’ and assess the text shot-by-shot through the use of their criteria, collecting notes to create their own response to questions relating to marginalisation and non-privileged perspectives (Resource 14).Students then use notes to respond to these questions:* How historically accurate do you think this trailer is?
* Whose perspective is being privileged in the trailer?
* Why do you think this particular viewpoint is the one that comes across most?
* In what way could the trailer be changed to show a different viewpoint?

Students can also create a Venn Diagram comparing the real life story of Pocahontas with what is presented in the trailer.  | Students are able to demonstrate understanding of criteria through their own construction of an analytical rubric.Students will respond to questions with increased sophistication via the use of scaffolds provided. |
| Year 11ES11-9 appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audienceES11-9 explore the ways community, local or global issues are represented in social, community, workplace or literary texts, including those by and about Aboriginal and/or Torres Strait Islander people(s)ES11-9 consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narratorES11-9 explore the ways text structures and language features are used to influence audiences, for example image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisementsYear 12ES12-9 appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audienceES12-9 assess the representation of community, local or global issues in social, community, workplace or literary texts including texts by and about Aboriginal and Torres Strait Islander people(s)ES12-9 explore issues and ideas represented in a range of texts and explains points of view and implicationsES12-9 investigate how some points of view are privileged while others are marginalised or silenced, for example the presence or absence of Aboriginal and/or Torres Strait Islander peoples or other other cultural groups | Students are to read through the following two texts and record 5-8 quotes from each and classify them as either facts or opinions (Resource 15) while doing so:* Stan Grant’s article ‘[Between Catastrophe and Survival: The Real Journey Captain Cook Set Us On](http://www.abc.net.au/news/2017-08-25/stan-grant-captain-cook-indigenous-culture-statues-history/8843172)’ and/or watch the clip provided
* The Daily Telegraph article ‘[Statues of limitations: Warren Mundine speaks out on push to remove Captain Cook statue](https://www.dailytelegraph.com.au/news/nsw/statues-of-limitations-warren-mundine-speaks-out-on-cook-statue-removal-idea/news-story/2109e0b2a179d8a59edefac27ac5b19c)’

Once this has been completed, students are split into two teams to prepare a debate in response to the discussion of the word ‘discovered’ being removed from Captain Cook’s statue.Students should be provided with time to prepare their arguments before the two teams begin the debate. Each team should be encouraged to ensure that each speaker uses at least one quote from either article to support their argument. | Students will appreciate how language is used to communicate various views of the past, and assess how texts represent particular communities – Aboriginal and/or Torres Strait Islander people(s).Students will also understand how particular points of views of the past are absent or silenced while identifying the facts and opinions presented in a text.Additionally, students will engage critically with the texts and use their communication skills in the form of a debate to explore the issues raised in the two articles. |
| Year 11ES11-9 explain shifts in intonation and point of view, identifying the effect of language choices on an audienceES11-9 compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of viewYear 12ES12-9 express a clear point of view on the ideas and issues explored in texts supported by appropriate evidence as supportES12-9 compose their own persuasive and imaginative texts, experimenting with language and multimedia forms and features to present attitudes, values, perspectives and points of view | Students are introduced to a ‘Letter to the Editor’ and are introduced to the purpose, features and conventions of this text type. Students look at a sample ‘Letter to the Editor’ (teacher-selected) and highlight the required elements of that letter in order to further understand its conventions. Students then spend time composing and drafting a Letter to the Editor in response to the Daily Telegraph article, ‘Aussie Taliban’. | Students are able to compose a sustained piece of text that is further developing on and discussing the main issues raised in The Daily Telegraph article. |
| Year 11ES11-1 recognise implicit meanings to draw inferencesES11-3 use different strategies for finding information, for example taking notes to summarise and/or paraphrase informationYear 12ES12-1 engage increasingly with texts where the relationships between concepts and information is not explicit and requires inference and interpretationES12-3 use different strategies for finding and recording information, for example, taking notes to summarise and paraphrasing information | Students are introduced to the idea of annotating through the worksheet (Resource 16), and are shown example annotations of the two texts that they will be studying. For future reference, students can annotate on photocopies of texts, or use post-it notes if the text is in its original form.Students then listen to Archie Roach’s ‘[Took the Children Away](https://www.youtube.com/watch?v=br83o_JpIFw)’ and read through Richard Hinds’ Daily Telegraph interview with ‘Buddy’ Franklin, ‘[Lance Franklin opens up about his family, upbringing and life as an Indigenous AFL player](https://www.dailytelegraph.com.au/sport/afl/lance-franklin-opens-up-about-his-family-upbringing-and-life-as-an-indigenous-afl-player/news-story/16c126e02c253cb760cfb5ae6a195bc7)’. Students then annotate the remainder of these texts and complete the questions from the worksheet. | Students will gain a deeper understanding of perspective in history and the various ways history can be communicated and the text types that are used to achieve this.Students will annotate texts and communicate their understanding, evaluating the texts to broaden their perspective for purposes of more sustained communication. |
| Year 11ES11-1 integrate new ideas and information with existing understandingES11-9 consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narratorYear 12ES12-1 Integrate relevant information and ideas from texts to develop and discuss their own interpretationsES12-9 discuss the use of narrative and other techniques in literary texts to represent ideas, values, attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator | Students read ‘Little White Duck’ chapter on Lei Feng, pages 46-55, and complete worksheet (Resource 17), exploring the differences and similarities between the society portrayed within the text and their own world.Students then draft a real life story of their own where they once tried to help someone, and can work on their own or in pairs to create a storyboard that converts this story into a comic strip narrative. | Students connect historical texts to their own understanding, developing strategies for individual interpretation. |
| Year 11ES11-1 integrate new ideas and information with existing understandingES11-1 compose a range of texts in a variety of modes and media using the appropriate language and structuresES11-1 compose a range of texts in a variety of modes and media using the appropriate language and structuresES11-3 locate and select information from a range of sourcesES11-9 explain shifts in intonation and point of view, identifying the effect of language choices on an audienceES11-9 compose their own persuasive and imaginative texts, using a variety of language and multimedia forms and features to present attitudes, values, perspectives and points of viewYear 12ES12-1 integrate relevant information and ideas from texts to develop own interpretationsES12-1 compose more sustained texts that explore the main ideas in textsES12-1 use a range of communication skills, for example varying voice, tone and pace, to explore an idea and influence and engage an audienceES12-3 access and investigate texts in the course of preparation for discussion, interviews and reports and for individual and collaborative research projectsES12-9 express a clear point of view on the ideas and issues explored in texts supported by appropriate evidence as supportES12-9 compose their own persuasive and imaginative texts, experimenting with language and multimedia forms and features to present attitudes, values, perspectives and points of view | Assessment for LearningStudents choose from three teacher-selected historical texts, annotate to show their understanding of techniques used by the composer to emotionally connect with the audience, and record a PechaKucha evaluating the effectiveness of the text.Teacher first demonstrates what a PechaKucha is (Resource 18). Teacher will need to print and read-aloud the additional notes within the PowerPoint so that they can demonstrate how the PechaKucha works. Some teachers may wish to model a version of the PowerPoint where the read-aloud notes are recorded as this will demonstrate to the students how they can record their own PechaKucha.Students are then given project sheet (Resource 19) and given time to research, create, and record a PechaKucha to be presented to the rest of the class, using a guided drafting scaffold (Resource 20). | Students will experiment with multimodal communication to represent their understanding of a historical text, incorporating prior learning and working with a scaffold to stretch their skills further. |
| Year 11ES11-1 compose a range of texts in a variety of modes and media using the appropriate language and structuresES11-3 categorise ideas and information about specific themes or ideasES11-3 select text structures, language and visual features to communicate and represent ideas and informationES11-9 appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audienceYear 12ES12-1 compose more sustained texts that explore the main ideas in textsES12-3 categorise and integrate idea and information about specific themes and ideasES12-3 select appropriate text structures, language and visual features to communicate and represent ideas and informationES12-9 appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience | Teacher will give instructions for Assessment of Learning Task (Resource 21).Teacher provides students with Letters to the Author Text Type Guide (Resource 22) and Letters to the Editor Text Type Guide (Resource 23) to introduce students to writing letters. Students are to first complete the Letter to the Author activity by using the Letter to the Author Scaffold **(Resource 24)**. They will then complete the Letter to the Editor activity **(Resource 23)** for which they will annotate the various conventions of this text type using the example they are provided with.  | Students further communicate their understanding of how various forms of history are perceived at a personal, community and global level and how these are impacted by larger significant events and individuals.Students reflect on how individuals communicate their perspective of history, and critique the successfulness of these texts in communicating said history. |

Additional sources/references

* Resource 7 – ‘Local and Personal History: Penrith and Fish Hatchery’ photographs are both public domain due to age.
* Resource 12 and 14 – Screenshots are permitted under ‘Fair Dealing’ Sub-section 1: Research or Study.
* All PowerPoint templates and photographs therein, unless otherwise specified, come from free resources sites: [SlidesCarnival](http://www.slidescarnival.com/), [GraphicBurger](https://graphicburger.com/), and [Unsplash](https://unsplash.com/).

Reflection and evaluation

Invite students to complete the student reflection (Resource 25), then complete your own unit evaluation to support improved delivery next time (Resource 26).