 Year 11/12 English Studies

Unit title

Part of a family – English and family life

Duration

10 weeks

Unit rationale

This unit has been designed to make students develop their understanding of, and proficiency in, the use of language related to the nature of families, the roles of family within communities as well as their representations in text.

Students will engage with and critique a range of literary texts that explore the diverse representations of family in an imaginative way. They further develop their abilities to analyse how language is used to portray and explore ideas and issues. The unit also considers how texts represent a broad range of family structures and relationships in different ways and investigate how attitudes and individuals are depicted in these texts.

Through activities, students will explore individual and collective experiences and opinions and extend their skills in responding to texts by representing their own ideas and experiences in a range of creative and personal ways.

Focus questions

What does being part of a family mean to you?

Outcomes

| Year 11 | Year 12 |
| --- | --- |
| ES11-2 A student identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts | ES12-2 A student identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts |
| ES11-4 A student composes a range of texts with increasing accuracy and clarity in different forms | ES12-4 A student composes proficient texts in different forms |
| ES11-6 A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes | ES12-6 A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes |
| ES11-8 A student identifies and describes relationships between texts | ES12-8 A student understands and explains the relationships between texts |

Assessment outline

Multimodal presentation task

Texts

* Hunt for The Wilderpeople, directed by Taika Waititi (film)
* Selection of scenes from a variety of TV shows spanning time
* Selection of various text types that explore the idea of family
* Selection of online hyperlinked resources

Program

NOTE: For students in OOHC or other situations that might make it hard to talk about family, have them think about people in their life that they look up to or have helped them in any way.

Introduce Module

* Introduce students to the interests of the module through rationale and focus question.
* Suggested approaches for this engagement include:
* Read and discuss
* Copy the rationale and ask students, in groups, to re-write in ‘plain English’
* Share sentences around the room and have students explain their meaning
* Provide printed rationales to each student and ask them to highlight words they don’t know and seek to clarify their understanding
* Create posters for the classroom that highlight the module’s focus
* Conduct a class discussion around prior learning and its links to the expectations of the rationale
* Brainstorm possible answers to the focus question

Program

| Outcomes/content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| ES11-6 form opinions on the effectiveness of particular types of texts in achieving their purposes  ES12-6 assess the effectiveness of particular types of texts in achieving their purposes | My family  Students collaboratively brainstorm about what it means to be part of a family. Questions to think about:   * why are families important? * what do you do as a family? * what do we learn from our family? * are we who we are because of our family?   Extension: Students can compose a response to the question: What does it mean to be part of a family?  With a partner, students are to discuss their role in the family. Questions to think about:   * what are you expected to do as part of your family? * what are other members of your family expected to do? * why do you think you were given these roles? * do other families have similar roles? | Engagement in discussion  Completion of response that reflect family roles and how the student fits into the family unit |
| ES11-2 use writing as a tool to identify issues and express ideas  ES12-2 use writing as a tool to identify issues and generate new ideas | Family tree  Students can use an online site such as [Ancestry.com](https://www.ancestry.com.au/family-tree), to construct a family tree. This family tree can include family history, relationships, birth dates etc. Some consultation with family members might be needed to complete this task.  Note: Ancestry.com allows for a 14-day free trial. There are other sites that can be used or a hard-copy template would suffice. | Engagement in discussion  Effective internet strategies that engage students in search for family history  Completed family tree |
| ES11-4 describe the forms and conventions of texts created in different modes and media including visual and digital texts  ES12-4 explain the forms and conventions of texts created in different modes and media, including visual and digital texts | Interview with a family member  Students collaboratively brainstorm what questions they could ask a family member about their family history. Students can ask questions about how they met, how they became family, weddings, family events, family traditions etc.  They can consult with the family member on the construction of the family tree activity above.  Construct a transcript of the interview had with a family member. The transcript must include facts and details about the family member and their relationship to the student.  Option: Students can film the interview with a family member and include family photos that correlate to the memories/events that the family member is talking about. | Engagement in question design  Completion of transcript |
| ES11-4 sequence writing to produce a cohesive text  ES12-4 sequence writing to produce cohesive and sustained texts  ES11-6 draw on a broadening vocabulary to use language with increasing control for particular effects  ES12-6 use a widening vocabulary with control and for particular effects | Quotes about family  Using the internet or Resource 1, students can research quotes about family. These quotes can be compiled to create a document. For five quotes about family, students are to construct a response that reflects how their family is represented in the quotes.  Extension: Students can select one quote that relates to their experience of family and design a poster/artwork that illustrates this quote. | Completion of response with increasing complexity |
| ES11-2 compose texts with an awareness of varying language to meet the requirements of audience, purpose and context  ES12-2 write for a range of purposes, for example personal communication or social action, to demonstrate knowledge and understanding, using language appropriate to audience, purpose and context  ES11-2 interpret graphs, tables and charts used in texts  ES12-2 interpret and extrapolate information from texts containing graphs and diagrams  ES11-8 explore the differing or comparable ways in which a number and variety of texts represent or respond to a topic or theme  ES12-8 account for the similarities and differences in the ways texts represent or respond to a topic or theme  ES11-2 use and interpret structural and language features, for example visual and aural cues, to identify main ideas, supporting arguments and evidence  ES12-2 interpret and draw inferences from structural and language features as well as the aural and visual cues used in texts | Types of families  In pairs, students brainstorm examples of families (famous, TV, reality, their own) that fit into the above discussed types of families.  Using the internet, students research different types of families.  Students create a document/powerpoint etc that explains the different type of families that exist in society. Different types of families include:   * nuclear * single parent * blended * step * grandparent * childless * extended * foster * adoptive * cross-generational   Using newspapers, magazines, or printed images, students create posters that represent the types of families discussed.  As a class, discuss the idea of typical and atypical families. Questions to think about:   * Is there such thing as a typical family? If so, what is it? * What is an atypical family? * Do you think that a typical family was once an atypical family?   Using Australian Bureau of Statistics data collected from [the Census](http://www.abs.gov.au/census), students research data, statistics and facts that explain the types of families that exist in Australian society. Students can create a spreadsheet of data and then compose tables and graphs that visually demonstrate the data found, done on Excel spreadsheet.   * What information can they extract from the data? * What does this data tell them about families?   Extension: Students can compose a written analysis of the data found and explain what it means about Australian society. Alternatively, students can research the data from a previous Census and compare the data.  Students watch a selection of episodes that show families in different time periods and of different types.  Note: length, duration and number of episodes is at the discretion of the class teacher.  Selection of scenes from various TV Shows which can include (and not limited to):   * Full House * Everybody Loves Raymond * The Brady Bunch * The Simpsons * Keeping Up With The Kardashians * Modern Family   After watching chosen scenes or episodes of various TV shows, students create a written response explaining how each demonstrates an idea about a family type.  Extension: Students can analyse the theme song of a chosen TV show and analyse the lyrics. Students can explain what the lyrics mean and how they relate to family. Students can explain language techniques, forms and features used in the song. Students can then compose a paragraph, using the acronym that is in place in your school - PETEL, PETAL, TEEL, PEEL, etc... | Engagement in discussion  Effective internet strategies  Students understand the different “family concepts” listed below:  nuclear  single parent  blended  step  grandparent  childless  extended  foster  adoptive  cross-generational  Completion of presentation  Creation of visual representation  Completion of data representation  Successful data analysis that show trends that reflect families today  Engagement in the different ways data can be analysed and what they tell us about changing families and their role  Completion of response or analysis that reflect different ideas about families |
| ES11-8 develop a personal voice and adopt different points of view to influence audiences in a range of media and digital technologies  ES12-8 use personal voice and adopt different points of view to influence audiences in a range of media and digital technologies  ES11-8 develop a personal voice and adopt different points of view to influence audiences in a range of media and digital technologies  ES12-8 use personal voice and adopt different points of view to influence audiences in a range of media and digital technologies  ES11-4 identify contexts and audiences of texts and reflect on how these might relate to their own developing compositions  ES12-4 recognise how the contexts and audiences of their own texts will determine the language and structural choices they make  ES11-4 engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, every day, social, community and workplace contexts  ES12-4 engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, every day, social, community and workplace contexts  ES11-4 plan, draft, edit and proofread their own texts for ‘publication’ in a portfolio of work  ES12-4 plan, draft, edit and proofread their own texts for ‘publication’ in a portfolio of work | Family norms and traditions  Students collaboratively brainstorm norms and traditions that occur in their and other families. Ideas could be expressed verbally, in writing, or as a visual/multimodal presentation. Questions to think about can include:   * Is there something that is traditionally done by your family? * Is there something that has been passed down through your family for generations? * Does your family always attend a certain event? * Does your family have a specific way of doing things that may be unique to your family?   Cooking and food  Food, cooking, partaking in traditions of food. All these are important in building and creating traditions in families.  Students collaboratively brainstorm the role that food plays in their family.  Questions to think about can include:   * Does your family have traditional food that is unique to your family? * Is there a recipe that is passed down through generations? * Do you eat dinner as a family? Why/why not? * Do you think eating dinner as a family is important? Why/why not?   The Importance of Family Meals and Eating Together  Students read a variety of articles about the importance of eating dinner as a family. Some articles below are a good starting point:  [Kids Spot](http://www.kidspot.com.au/kitchen/articles/advice/everyday-rituals-the-importance-of-the-family-meal)  [Good Food](http://www.goodfood.com.au/recipes/the-great-australian-cookbook-reveals-the-importance-of-family-at-mealtimes-20150910-gjiaua)  [Eat with your kid](http://theconversation.com/science-says-eat-with-your-kids-34573)  After reading an article, students complete the following questions:   * What is the article about? * What are the key terms used in the article? * What are the key points discussed in the article? * Create THREE questions that arise from reading the article   Students construct an extended response to the question: Explain why it is important to eat dinner as a family.  Prelim: Students brainstorm the structure of their response and possible ideas to be discussed.  HSC: Students compose their response independently.  Suggested Text: Our Family Table- cookbook by Julie Goodwin  Students look through the cookbook, Our Family Table, to gain ideas about how to write the blurb for their own family recipe. Students discuss the role that food plays in the life of Julie Goodwin and her family.  Submit a family recipe, along with a blurb that explains who and where the recipe comes from, a photo of the person who gave the recipe and a photo of the recipe. Students must also explain why the recipe is significant to their family. \*\*OPTIONAL PORTFOLIO TASK  Extension: Students can make these family recipes and bring them in for a Family Food Day. Family can be invited and it can be a collaborative event with the school, the classroom and the students. Alternatively, students can price the ingredients for the meal and buy the ingredients. Students can be taken to the hospitality rooms and cook the meals themselves (under the supervision of the classroom teacher or Hospitality teacher).  Option: Compile all of the students’ recipes into a complete document that can be printed and distributed through the class or published and sold through the SRC or P&C. | Engagement in classroom discussion about family and can verbally and visually articulate family traditions  Engagement in discussion about the role of food and how food can be the means by which family tradition and family history is communicated and generationally handed down  Effective responses that explores the importance of family eating together and use evidence from the articles they read in class  Completed extended response  Engagement in the creation of a blurb were they can recall an important family recipe and elaborate on the reason why this recipe is important in their family  Submission of a recipe |
| ES11-2 compose texts with an awareness of varying language to meet the requirements of audience, purpose and context  ES12-2 write for a range of purposes, for example personal communication or social action, to demonstrate knowledge and understanding, using language appropriate to audience, purpose and context  ES11-4 study short literary texts, or extracts of literary texts, as models and stimulus points for their own imaginative expression  ES12-4 engage with short literary texts, or extracts of literary texts, including those by and about Aboriginal and/or Torres Strait Islander people/s as models and stimulus for their own imaginative expression | Family relationships  Students collaboratively brainstorm the relationship they have with members of their family. Questions to think about can include:   * what sort of relationship do you have with your parents? * what sort of relationship do you have with your siblings? * what sort of relationship do you have with members of your extended family such as cousins, aunties, uncles, grandparents etc? * do you wish the relationship you have with your family was different? If so, why?   Compose an imaginative narrative, exploring the idea of family relationships.  Love Your Sister  Visit the [Love Your Sister](http://www.loveyoursister.org/) website and also have students research some newspaper articles about the campaign. Students answer the following questions:   * Explain the relationship between Sam and Connie. * Do you think Connie’s cancer diagnosis has brought them closer? * Explain the impact of Connie’s cancer on her immediate and extended family.   Peter Skrzynecki poetry  ‘Feliks Skrzynecki’   * Analyse the poem by finding language forms and features * Describe the relationship between Peter and his father, Feliks. * How does Skrzynecki describe his father? * What role does family play in Skrzynecki’s life?   ‘10 Mary Street’   * Analyse the poem by finding language forms and features * What does Skrzynecki say about his family? * What role does the house play in family life?   When Friends Become Family  Students collaboratively brainstorm the idea that friends can become family.  In pairs, students share family stories about people that they consider family despite not being blood related.  Students read the following articles that discuss the idea of [Friends becoming Family](http://www.news.com.au/lifestyle/relationships/family-friends/16-signs-your-best-friend-has-become-family/news-story/ffd72ecf3096c5fd88b792689516bd2f).  Article 2 [When Friends become family](http://www.huffingtonpost.com/lisa-page-rosenberg/when-friends-become-family_b_6726758.html)  Students compose a response to the statement: Explain how friends can be considered family. | Discussion about the different relationships in one family  Completion of narrative  Discussion about the things that can affect a family  Effective engagement with poem, poetic devices that communicate family, comprehension and analysis  Engagement in discussion about friends who are family and what makes them family members  Completion of response |
| ES11-4 describe the forms and conventions of texts created in different modes and media including visual and digital texts  ES12-4 explain the forms and conventions of texts created in different modes and media, including visual and digital texts  ES11-2 compose texts with an awareness of varying language to meet the requirements of audience, purpose and context  ES12-2 write for a range of purposes, for example personal communication or social action, to demonstrate knowledge and understanding, using language appropriate to audience, purpose and context  ES11-8 explore the differing or comparable ways in which a number and variety of texts represent or respond to a topic or theme  ES12-8 account for the similarities and differences in the ways texts represent or respond to a topic or theme | Close Study of Film- Hunt for the Wilderpeople  NOTE: Film can be changed depending on class, context and teacher preference  Before starting the film, students collaboratively recap on the types of families that exist in society.  Students can read some articles on Hunt for the Wilderpeople before viewing the film so that they have prior knowledge of the film.  Additional Resources  [Hunt for the Wilderpeople Quiz](http://www.nzherald.co.nz/entertainment/news/article.cfm?c_id=1501119&objectid=11615117)  [Book to Film](http://www.abc.net.au/radionational/programs/archived/booksandarts/book-to-film-wilderpeople/7469994)- Hunt for the Wilderpeople (Radio National audio 13:27 minutes)  [Hunt for the Wilderpeople Review](http://www.independent.co.uk/arts-entertainment/films/reviews/hunt-for-the-wilderpeople-review-the-charming-tale-of-a-terrible-twosome-a7311876.html)  Revise prior knowledge of film techniques and watching film for a purpose. You may choose to implement a viewing log or other task for completion during the viewing of the film, depending on the context of your class.  Students view the film.  Questions to explore after watching the film:   * How has having/not having a family influenced Ricky? * What type of family is Ricky a part of? * How did losing his foster mum affect Ricky? * What influence did Ricky’s foster father have on him? * Describe the issues the film explores around foster families/foster parents.   Students complete a film review or an extended response to the question: How are ideas about family conveyed in the film.  Students complete a response to the question:   * How do the film and any other text you’ve looked at in this module represent a personal connection for you and your understanding of family? | Reflection on prior knowledge  Effective research strategies employed  Revision/prior knowledge  Engagement in film and  completion of film review  Extended response completed effectively |

Reflection and evaluation

Invite students to complete the student reflection Resource 2, then complete your own unit evaluation to support improved delivery next time Resource 3.