 Year 12 HSC EAL/D English 2018/19 Program

Unit Title: Module A: Texts and Human Experiences

Duration: 30 hours

Assessment Outline: Analytical written response or speaking representing task based on prescribed text, related text and own experiences.

Texts: Prescribed text: Past the Shallows Favel Parrett, Selection of short stories, songs, articles, documentary/ TV programs.

Unit Rationale

In their study of this module students will deal with the question of what it means to be human by interpreting and responding to a variety of texts.

In particular, their exploration of Favel Parrett’s novel Past the Shallows will enable them to reflect on the human qualities and emotions associated with the experiences of the characters in the text. They will explore the experience of coming of age and the different ways that humans interact with the natural world and with one another. Their study of the text will explore the effects of human drama and tragedy.

Students will explore and reflect on how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally.

Students are given opportunities to appreciate, explore and analyse the ways in which texts are acts of representation. They will consider the purpose and context of texts, and describe and evaluate the use of language forms and features to represent human traits, aspirations and behaviours. Their study of the texts will be focused on point of view, distinctions and connections between composers, narrators or personas, and characters in texts, and the use of descriptive and expressive language to represent aspects of the ‘human condition’.

Students will be given the opportunity to explore and analyse a range of texts that represent human experiences. They will work independently and in groups to interpret and respond to texts as they deal with ideas such as how our experiences shape us and the ways composers use language forms and features to convey human experiences. Students will respond to a range of texts by composing their own analytical, interpretive and imaginative texts in response to the texts they have studied, and to communicate personal and fictional experiences and perspectives.

Focus Question(s)

* What does it mean to be human?
* How do our experiences shape us?
* Does our humanity (our qualities and emotions) affect our experiences?
* How do composers use language forms and features to convey human experiences?

Outcomes

* EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts.
* EAL12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies.
* EAL12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning.
* EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
* EAL12-6 investigates and evaluates the relationships between texts.
* EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds.
* EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning.
* EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

| Outcomes/ Content | Teaching and learning | Evidence of learning |
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| EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts  EAL12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies | Building the field  Look at Tom Blunt’s article [This is how literary fiction teaches us to be human](http://www.signature-reads.com/2016/09/this-is-how-literary-fiction-teaches-us-to-be-human/) (15/9/2016) http://www.signature-reads.com/2016/09/this-is-how-literary-fiction-teaches-us-to-be-human/   * Explain challenging vocab * Discuss the themes/ ideas that come out of article.   Introduce Module- Students are given a copy of the EAL/D Module A rubric. Teacher to unpack the prescriptions (rubric) and raise the focus questions using examples from the article and the students own experiences as an initial response to the focus questions.  Creating a vocab list/glossary of unfamiliar terms from the rubric. Particularly: anomalies, paradoxes, inconsistencies, insight and so on. | Class discussion  Students are beginning to articulate what it means to have human experiences.  Students prepare a vocab list from the rubric using dictionaries to define challenging vocabulary and key terms |
| EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts  EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EAL12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning  EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds  EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning | Exploring the human experience  As a class have a look at the [lexiconic website](http://learn.lexiconic.net/humancondition.htm) and use the questions to fuel a class discussion and perhaps a written response.  http://learn.lexiconic.net/humancondition.htm  Class discussion: What are the different types of experiences that humans/people may have?   * Perhaps key events in their lives, for example, Major life events- weddings, birthdays, graduation, travel and so on. * Everyday events that shape us, for example, growing up, family life, friendships and so on. * Key relationships we experience, for example, friends, community, family and so on. * Qualities and emotions that shape us, for example, empathy, faith, love and so on.   Important: Distinguish the human experience from the human condition  Teacher introduces range of short texts that explore the human experience (4-5)  Suggested texts include:   * ‘The Human Experience’ (documentary by Grassroots films) * TV programs such as ‘Australian Story’, ‘Anh Do’s brush with fame’, ‘You can’t ask that!’ * Billy Joel’s song ‘We didn’t start the fire’ * Ted talks for example “[Meet the mom who started the ice bucket challenge](https://www.ted.com/talks/nancy_frates_why_my_family_started_the_als_ice_): https://www.ted.com/talks/nancy\_frates\_why\_my\_family\_started\_the\_als\_ice\_   bucket\_challenge\_the\_rest\_is\_history#t-874911   * Short autobiographical stories for example, ‘Growing up Asian in Australia’, ‘Growing up Muslim in Australia’, ‘Bully for them’ * Short documentary clips for example, My:24 (Australian Children’s Television foundation)   Analyse each text looking at context, purpose, audience, the types of human experiences explored in the text.  Introduce the idea or related texts to the students:  As they work through the unit students should be collecting a range of texts which explore human experiences. This personal collection of related texts may be required in the formal examination and assessment of this module. | Students create a mindmap or table to represent the different types of human experiences that are raised in the classroom.  Links to ‘Focus on Writing’: Students reflect on one of their own memorable experiences. Write a description of that experience  Students keep a log of each text studied and their analysis of the text. Resource 1  Links to ‘Focus on Writing’: Students respond to texts studied in a variety of ways \*\*Teacher Discretion  Students could use resource 1 to keep a detailed analysis of each of their chosen related texts. |
| EAL12-6 investigates and evaluates the relationships between texts  EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EAL12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies | Prescribed text and human experiences  Introduction to novel through viewing book trailer and ABC book club segment.   * Past the Shallows book trailer and segment [ABC book club](http://www.abc.net.au/tv/firsttuesday/s3261543.htm?site=goldcoast): http://www.abc.net.au/tv/firsttuesday/s3261543.htm?site=goldcoast   Plot  Teacher and students read through Section summaries (Chapter summaries)-resource 2 and students complete the focus questions.  Introduce idea of mapping the plot. Plot graph/visual rep- linear narrative structure and then mapping the flashbacks. Students work in Prezi to create their own plot graph/timeline/visual representation of the linear structure of the narrative- use section summaries as a guide (they could also be doing this as they read the novel)   * Add to the plot graph the flashbacks that occur   Class discussion about how the flashbacks help us to know more. (What have we understood about Aunty Jean to this point and how has this next point changed our point of view?) | Students responding to text through question and answer activities  Students keep track of the plot line through their plot graph  Links to ‘Focus on Writing’: Students consolidate what they have learnt about the plot by Re-writing an incident from the perspective of another character for example, the cafe scene with Aunty Jean where she is crying |
| EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts  EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning  EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts  EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure | Characters  Talk about the relationships within the text, highlight some of the complexities and as a class create a character web that visually represents this.  Students engage in creative writing tasks:   * Creating a memory writing task: resource 3 * Sensory image creative writing task: resource 4   Teacher led discussion around Brotherhood and the complexities of brotherhood as a relationship- explore the three brothers; the brotherly relationship (?) between George and Harry, Dad and Jeff and so on.  Introduce idea of character profiles and how they can help us to know more about the characters in the text.   * Students are to choose one of the main characters and create a profile outlining all we learn about them- students are to include quotations. They can add to this as they read through the text   Explain how a character bio is a great way to keep track of the characters you develop (quotes of what they say and what others say about them)   * Students will create a character bio while Casting for the film appropriation of the text, explaining why you chose each actor, casting brief (character bio) * Casting Notice task- resource 5 | Class/groups will create a character map to keep track of the relationships within the text.  Links to ‘Focus on Writing’: Students to complete the ‘Creating a memory’ writing task where they take on the persona of one of the characters to write about a memory they have.  Links to ‘Focus on Writing: Sensory Image creative writing task: Students write from the perspective of either Harry or Miles to describe and recreate an experience they have.  Class discussion |
| EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts  EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds  EAL12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning | Setting  Discussion: What do you think of when we talk about an island? Holiday, relax, escape from life, vacation, and get images of ‘island’. From this discussion students complete descriptive writing task  To familiarise themselves with South East Tasmania and its environment, student will complete a mini research project focussed on Southeast Tasmania: Landscape; Population, Economy, Fishing Industry- conservation and so on. Logging industry, Environment Locate on a map resource 6  To gain an understanding of the importance of the setting in the text, students are given descriptions of the setting from a selection of sections in the text. They have to find or create Images that encapsulate that description in order to demonstrate their understanding of the setting.   * Setting task: resource 7 (Other scenes include the old islands where Harry dies pp 202-203)   Teachers will then model a close analysis of one of the settings and how to write a paragraph about it (STEEL/PEEL/PETAL and so on). Students will then be asked to choose two descriptions from the text to closely analyse and produce a paragraph about each.  Students are to write an extended response to a question about setting.  For example: How is the setting used to demonstrate positive and negative aspects of the character’s experience?  or  Compare the settings- order vs disorder  or  How does Favel Parrett communicate a character’s experience of a place through the use of language? | Class discussion  Links to ‘Focus on Writing’: Students think of a place they feel comfortable or have a positive memory of. They will describe that place using sensory imagery.  Students complete contextual research to familiarise themselves with the setting of the text.  Students are to find or create images of the given settings in order to visually represent the setting.  Students are to use the model analysis (from the teacher) to closely analyse two chosen setting. They will then use this analysis to write a paragraph about each setting.  To consolidate their understanding of the importance of the setting students will write an extended response to a chosen question |
| EAL12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning  EAL12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies  EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | Style  Two perspectives (duality): The story has two narrators and each reveals certain events of the storyline. Students to complete Plot Dualities task- resource 8  Revisit the plot graph that students made in Prezi and map out who tells us what. (This is outlined in the plot summary in resource 8)  There are certain gaps in the narrative/unanswered questions because the story is told from the perspective of children. The class should discuss the following question: How does our lack of knowledge shape our experience?  Their responses will inform their writing about Harry’s death. Students will take on the persona of Dad and compose answers to the police interview he would have had to have following Harry’s death. They will then complete Miles’ witness statement to Police as outlined in the Inquest task: Resource 9  Look at the importance of the sea in the text. Discuss the idea of the sea as a symbol.   * The importance of the sea task: resource 10 | Students complete activities on Plot dualities, gathering quotes for evidence. They will take what they learn and apply it to their Plot graph  Class discussion  Students engage in creative response  Links to ‘Focus on Writing’: Students will write an information statement for the inquest into Harry’s death from the perspective of another character  Students complete The importance of the sea task in small groups and then come back to the class to share their findings. |
| EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning  EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | Themes  While the themes of this text are explored implicitly through other areas of this unit, it may be helpful to look at some of the themes explicitly and explore them more closely.  Put students in small groups and assign them a theme such as: Beauty/harshness; Order/disorder; Human Condition; Weakness and strength of character; Family; Hope; Isolation.  Students work in small groups to explore their theme by collecting quotations and anecdotes from the text that are examples of that theme coming through. They can create theme charts/posters that can be displayed around the classroom and the class can add to the charts/posters as needed. | Students work in small groups to explore themes in and through the text. They create charts/posters as evidence of their findings. |
| EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner  EAL12-6 investigates and evaluates the relationships between texts | Bringing it all together  The class will engage in a reflection activity that ties in all of what they have learned from the text about human experiences. Family counselling session.  Family Counselling session task: resource 11  \*\*\*There is the option for this to be used as a multimodal assessment task with some tweaking | Students engage in family counselling activity, taking on the persona of either a family member (living) or the counsellor. They will make notes to bring to the discussion and following the discussion each student will write a reflection statement. |

Reflection and Evaluation