English 2019 v1.3

Unit 3 sample teaching, learning and assessment plan - partial

Unit 3: Textual Connections — Conversations about power

Unit description

In Unit 3, students explore connections between texts by examining representations of the same concepts and issues in different texts. In doing so, they consider how the textual constructions of the same concepts and issues in different texts resonate, relate to, and clash with one another. By examining texts in relation to other texts, students are offered opportunities to explore how connections between texts contribute to meaning-making. They revisit and build on understandings from Units 1 and 2 about how meaning and perspectives are shaped by the relationships between language, purpose, text, context and audience. The unit comprises two topics that both explore the connections between texts and may be studied in either order:

Topic 1: Conversations about concepts in texts: This topic includes the examination of two different types of text, e.g. a novel and film, a novel and a play, a documentary and a play, an op-ed article and a novel, a speech and a novel, a selection of poetry and film, a film and a play, a selection of poetry and a novel. Study in this unit will include two texts that are either: • connected by the representation of concepts, identities, times and places or • transformations or adaptations of (or interventions into) other texts, such as reimagined literary texts or film versions of texts or plays. In responding to two texts, students explore and discuss the personal, social, historical and cultural significance of representations in different texts and the cultural assumptions, attitudes, values and beliefs underpinning them. Students are given opportunities to add to ongoing, informed and public 'conversations' about both literary texts and non-literary texts.

Topic 2: Conversations about issues in texts: Students will analyse different perspectives by examining representations of the same issue in different texts. Students will explore how texts position readers and viewers, and develop their capacity to analyse and contest complex and challenging ideas and the assumptions, attitudes, values and beliefs underpinning them. They will focus on how the power of language and argument are used to construct particular perspectives of similar issues in different texts to prepare for the construction of their own persuasive argument in relation to an issue. Students will produce a variety of persuasive texts of their own and the unit will culminate in a spoken persuasive text.

Unit objectives

By the end of this unit, students will:

1. use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations involving public audiences

2. establish and maintain roles of the writer/speaker/signer/designer and relationships with a range of audiences, including public audiences

3. create and analyse perspectives and representations of concepts, identities, times and places through an exploration of textual connections

4. make use of, in their own texts, the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions and analyse these ways in texts created by others

5. use aesthetic features and stylistic devices to achieve particular purposes and analyse their effects in a range of texts

6. select and synthesise subject matter to support perspectives

7. organise and sequence subject matter to achieve particular purposes

8. use cohesive devices to emphasise ideas and connect parts of texts for public audiences

9. make language choices for particular purposes and contexts

10. use grammar and language structures for particular purposes

11. use mode-appropriate features to achieve particular purposes.

Assessment plan

Assessment details	%	Objectives to be assessed	Conditions	Date
Summative internal assessment 1 (IA1): <u>Extended response — written response for a public audience</u> Students will write a personal essay for *Griffith Review* in response to the question, "How can literature spark a conversation about power and power constructs?" The essay will consider how the selected texts have utilised personal, historical, social and cultural representations of power and how they challenge readers' values, attitudes and/or beliefs.	**25% (summative)**	This assessment instrument is used to determine student achievement in the following objectives: 1. use patterns and conventions of the chosen genre to achieve particular purposes in a specific context 2. establish and maintain the role of the writer and relationship with an identified public audience 3. analyse perspectives and representations of concepts, identities, times and places in two texts 4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin different texts and invite audiences to take up positions 5. use aesthetic features and stylistic devices to achieve purposes in their own text and analyse their effects in texts created by others 6. select and synthesise subject matter to support perspectives 7. organise and sequence subject matter to achieve particular purposes 8. use cohesive devices to emphasise ideas and connect parts of a text for a public audience 9. make language choices for particular purposes and contexts 10. use grammar and language structures for particular purposes 11. use written and complementary (if appropriate) features to achieve particular purposes	• Written: 1000–1500 words (may be accompanied by digital elements appropriate for the type of publication). • Duration: 5 weeks notification and preparation • Open access to resources.	Week 10
Summative internal assessment 2 (IA2): <u>Extended response — persuasive spoken response</u> Students will present a speech written for a TED-X event in response to the statement: "Lessons from the past have not been learned'. Students must reference the texts studied in the unit, in addition to media texts studied in class, to make connections between the creation of perspectives and representations of concepts, identities, times and places in these texts.	**25% (summative)**	This assessment instrument is used to determine student achievement in the following objectives: 1. use patterns and conventions of a persuasive genre to achieve particular purposes in a specific context 2. establish and maintain the role of the speaker/signer/designer and relationship with an identified public audience 3. create perspectives and representations of concepts, identities, times and places 4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions 5. use aesthetic features and stylistic devices to achieve persuasive purposes 6. select and synthesise subject matter to support perspectives 7. organise and sequence subject matter to achieve particular purposes 8. use cohesive devices to emphasise ideas and connect parts of a persuasive text 9. make language choices for particular purposes and contexts 10. use grammar and language structures for particular purposes 11. use mode-appropriate features to achieve particular purposes.	Spoken: 5–8 minutes; while this task is spoken, a student may use multimodal/digital components to support the development of the response; the response may be live or pre-recorded. • Duration: 4 weeks notification and preparation • Individual response.	Week 20

Teaching and learning plan

Notional hours	Unit objectives	Subject matter	Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
Unit: The unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. **Topics**: 10 weeks each (approx.)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	**Texts in contexts** When students work with texts in contexts, they will: • read, listen to and view a range of texts from diverse times and places to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning • investigate the relationships between purpose, audience, language and meaning by exploring how different texts create contrasting representations of concepts, identities, times and places • explore the ways different texts establish and maintain relationships with audiences in different ways to achieve particular purposes in cultural contexts and social situations • investigate the various ways different texts have the power to reflect or challenge social and cultural perspectives • identify how literary texts from diverse perspectives conform to or challenge the conventions of particular genres or modes • consider how the patterns and conventions of genres can be challenged, manipulated and changed over time • explore various ways that intertextual links among texts contribute to meaning-making. **Language and textual analysis** When students work with language and textual analysis, they will: • analyse and interpret how representations of concepts, identities, times and places are constructed in different contexts, e.g. by analysing how similar concepts (such as poverty, working life, education, gender, class) are treated in different texts • analyse how different cultural assumptions, values, attitudes and beliefs underpin texts to better understand and empathise with the worlds of others • examine the ways generic patterns, language features, text structures and conventions communicate perspectives and representations and how these are used in different texts for different purposes • identify and examine the use of aesthetic features and stylistic devices and their effects on one's own interpretation of (and aesthetic engagement with) a text. For example, students may consider how authors have used language choices, text structures or	**Introductory activity** Introduce the focus for Unit 3: Acts of Rebellion; Conversations around Power. Students: - explore broad concepts and definitions regarding the perception of power, how it's gained, and the types of power operating in the world. - give consideration to historical events, people and places where different power constructs operated **Group activities**: categorise different power constructs in *The Crucible*, each on a different board/butchers paper…identifying people, places, attitudes, values and beliefs in operation at different points in the text. Students rotate through each group and add information where appropriate. Do the same with *Cuckoo's Nest* through. Identify similarities and differences in the texts and their treatment of power relationships. **Engaging further with the text** Examine *Congressional Committees and Unfriendly Witnesses,* Webers' *Politics as a Vocation* and Miller's notes throughout the play. What comparisons have been made between McCarthy-era America, and Salem in the 1600s? What power constructs are at work and how do they operate? Who has power? In what way? How does this influence the outcome of the play? Are his (and Weber's) views still relevant today? Why? Watch Kesey's explanation of where his inspiration came from. How does this inform a reader's perspective? **Comparison of texts** Use retrieval charts to record analysis and examples relating to: - Characterisation - Plot structure - Historical and cultural context of creation - Setting - Types of power - Representations of power **Writing activities** In both texts, how trustworthy is our narrator? How does the narration of the story effect our interpretation of and engagement with the text? Whose voice/s have been privileged in the text? Whose marginalised? What effect does this have on our interpretation of the text? Compare and contrast the way each author positions his audience to view different power constructs, and what techniques they use to do so. Skill development: analytical and reflective writing	**Literacy** • comprehending texts through listening, reading and viewing — grammar knowledge, text knowledge, visual knowledge, word knowledge • composing texts through speaking, writing and creating — grammar knowledge, text knowledge, visual knowledge, word knowledge **Numeracy** • recognising and using patterns and relationships • using spatial reasoning • interpreting statistical information **21st century skills** • critical thinking — analytical thinking, problem-solving, decision-making, reasoning, reflecting and evaluating, intellectual flexibility • creative thinking — innovation, initiative and enterprise, curiosity and imagination, creativity, generating and applying new ideas, identifying alternatives, seeing or making new links • communication — effective oral and written communication; using language, symbols and texts; communicating ideas effectively with diverse audiences • collaboration and teamwork — relating to others (interacting with others); recognising and using diverse perspectives; participating and contributing; community connections • personal and social skills — adaptability/flexibility; management (self, career, time, planning and organising); character (resilience, mindfulness, open and fair-mindedness, self-awareness); leadership; citizenship; cultural awareness; ethical (and moral) understanding **ICT skills** — operations and concepts; accessing and analysing information; being productive users of technology; digital citizenship (being safe, positive and responsible online)	• French and Raven (1959) *The Bases of Social Power* • Miller, A *The Crucible* • Schrecker, E (2014) *Congressional Committees and Unfriendly Witnesses* from http://www.english.illinois.edu/maps/mccarthy/schrecker4.htm • Weber, M (1919) *Politics as a Vocation* • Kesey, K *One Flew Over the Cuckoo's Nest* • Ken Kesey's explanation of the inspiration for *One Flew Over the Cuckoo's Nest* https://www.youtube.com/watch?v=UX_fUBCYj1U

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		other stylistic features to position readers to engage emotionally or critically with the text • analyse how language choices are used in different cultural contexts and social situations and how language is used differently in different texts for different purposes • question the assumptions and values in texts, e.g. assumptions about gender, class, culture, religion and history in texts from diverse cultural contexts, particularly those that have been adapted from/referred to in another text • examine omissions, inclusions, emphases, and privileged and marginalised perspectives in different texts and their effects. **Responding to and creating texts** When students respond to and create texts, they will: • explore how responses to texts may be shaped by different cultural contexts, e.g. locality, family background, beliefs, experiences, gender, age, psychology, culture • investigate how a reader's understanding and interpretation of one text is expanded and deepened when considered in relation to another text/other texts • discuss different readings of texts and how responses to texts may change over time and in different cultural contexts, e.g. students reread a text they have read when younger and discuss how and why their reading may have changed • engage with various examples of the written text for a public audience that students will produce to enable experimenting with language, aesthetic features and stylistic devices to develop one's own writing style and to sustain a perspective in the response • synthesise subject matter and substantiate their own responses using textual evidence • use cohesive devices to develop and emphasise ideas and connect parts of texts • experiment with appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts • experiment with relevant text structures, grammar and language features to further refine one's own style • use mode-appropriate features to achieve particular purposes • participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts • develop editorial independence by using strategies for planning, drafting, editing and	Use of Gradual Release of Responsibility to develop: - Ability to identify and compare representations of concepts and use of literary features - Analytical expository structure - Paragraph structures - Sentence structures suitable to purpose - Language choices suitable to context and audience Practice analytical expository writing. Homework activities to develop reflective writing skills Deconstruction of sample personal essays, with attention paid to: - Genre features - Formatting - Structure - Style - Language choices - Use of literary techniques **Introductory activities** What did you see last term? What can you see in this novel? Similar/different? (complete in groups – visual representation; retrieval chart) **Group/whole class activities - 1984** Categorise types of power in the novel - What is regulated? Who regulates? Who is empowered? Disempowered? Discuss media as a tool to regulate society - Newspeak, censorship… - Could link to real examples of totalitarianism - Support discussion with a range of videos and articles (Crash Course, censorship around the world, media censorship in America/Australia) **Writing activities** Opportunities to develop reflective and creative writing (ahead of Unit 4). - Personal responses to issues raised in text and articles studied in class - Creative responses to novel in character - Creative responses to novel as self - Short analytical responses to concepts and issues in the novel **Group/class activities – Media and specific media issue; persuasive speaking**		• Orwell, G *1984* • Freedom of the Press: Crash Course Government and Politics #26 https://www.youtube.com/watch?v=Vtpd0EbaFoQ • Which Countries Have The Worst Censorship? https://www.youtube.com/watch?v=BR1miR6pgR4 • Supreme Court hears arguments on free speech, social media https://www.youtube.com/watch?v=3aPzjQHq5ws • #Social Media #Censorship – has George Orwell's 1984 Finally Arrived? https://www.youtube.com/watch?v=0baosuLsVGA • What is China censoring online? | CNBC Explains https://www.youtube.com/watch?v=UNlz08w39IU • Halbrooks, G (2018) *How Media Censorship Affects the News You See* https://www.thebalancecareers.com/how-media-censorship-

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		proofreading to produce appropriately sequenced and coherent texts
		• reflect on and respond to feedback.
			Revision of key terms: privileged/marginalised/silenced; gaps/silences; v/a/b; representations and rhetorical devices
			Brainstorming different perspectives on issues – how could different perspectives be represented?
			Research into background of specific media issue
			Viewing and deconstructing sample persuasive speeches
			Revision of rhetorical devices
			Role plays to practice use of rhetorical devices and language appropriate to context
			
			Engaging further with the text
			Use of Gradual Release of Responsibility to develop:
			   - Ability to identify and compare representations of concepts, identities, times and places in media articles
			   - Identification and analysis of persuasive devices
			   - Persuasive writing patterns
			   - Paragraph structures
			   - Sentence structures suitable to purpose
			   - Language choices suitable to context and audience
			Emphasis on language-context model for deconstructing language choices (revision and practice as needed)
			
			Writing activities
			Opportunities to develop reflective and persuasive writing skills:
			   - Personal responses to issues raised in articles studied in class
			   - Rewriting arguments from a different perspective
			   - Use of persuasive writing prompts
			Use of peer marking for continual feedback
					affects-the-news-you-see-2315162
					• Zuesse, E (2015) *The Censoring of America's News* https://www.thebalancecareers.com/how-media-censorship-affects-the-news-you-see-2315162
					• Kiely, E & Robertson, L (2016) *How to Spot Fake News* https://www.ifla.org/publications/node/11174
					• IFLA (2016) *How to Spot Fake News* https://www.factcheck.org/2016/11/how-to-spot-fake-news/
					• Williams, L (2014) *Context-Text Poster*
					• Romei, S (2000) *No clemency for black widow*, The Australian
					• Forbes, C (2000) *Woman executed as Bush fights for life*, The Australian
					• CNN (2018) *Florida student Emma Gonzalez to lawmakers and gun advocates: 'We call BS'*
					• Lester, A (2018) *Generation Z: politicised by necessity and already changing the world*
					• Documentary: *39 Days*
					• Alemany, J (2018) *Internet-connected Parkland teens wield their power*
					• Gonzalez, E (2018) *We call BS*