**Stage: Stage 3**

**Theme: History seen through many eyes**

**Key concept: perspective**

**Time frame: 8-10 wks**

**Focus for this unit: learning intention**

In this unit students will …

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| **Unit Overview** |
| **Key Concepts:**  | *Responding to texts*Perspective | **Cross-Curriculum Priorities:**

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| **Cross-curriculum priorities** |
| Aboriginal and Torres Strait Islander histories and cultures | Aboriginal and Torres Strait Islander histories and cultures |
| Asia and Australia's engagement with Asia   | Asia and Australia's engagement with Asia |
| Sustainability | Sustainability |
| **General capabilities** |
| Critical and creative thinking | Critical and creative thinking |
| Ethical understanding | Ethical understanding |
| Information and communication technology capability | Information and communication technology capability |
| Intercultural understanding | Intercultural understanding |
| Literacy | Literacy\* |
| Numeracy | Numeracy |
| Personal and social capability | Personal and social capability |
| **Other learning across the curriculum areas** |
| Civics and citizenship | Civics and citizenship |
| Difference and diversity | Difference and diversity |
| Work and enterprise | Work and enterprise |

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| **Focus/Summary:** | * Imaginative texts –
* Informative texts –
* Persuasive texts -
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| **Literacy Continuum** **Critical Aspects:** | * Reading Texts
* Aspects of Writing
 | * Comprehension
* Aspects of Speaking
 | * Vocabulary Knowledge
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| **Assessment/Evidence:** | Plotting students on the Literacy ContinuumAssessment for Learning / Assessment as Learning / Assessment of LearningStudent Self-Assessment / Teacher FeedbackPre-writing task |
| **Focus Texts:** | **Written**“Dancing with Ben Hall” by Jackie French | **Visual**“Photographs in the Mud” by Dianne Wolfer and Brian Harrison-Lever | **Spoken**“The Streets of Forbes” bush ballad<https://www.youtube.com/watch?v=3-gIs36lyiA> | **Multimedia / Digital**A brief outline of Ben Hall’s life including the Canowindra raids<https://www.youtube.com/watch?v=9osbSxu41eA>Kokoda newsreels<http://aso.gov.au/titles/newsreels/kokoda-front-line/clip1/> |
| **Other Resources:** |  Beyond Kokoda <http://www.youtube.com/watch?v=fPpXgkO4oZY>The True Story of the Three Little Pigs <https://www.youtube.com/watch?v=m75aEhm-BYw//www.youtube.com/watch?v=m75aEhm-BYw> | Narrative point of view video from Mr Turner’s English <https://www.youtube.com/watch?v=sOVMM60Sm2c> |
| **Adjustments:** | **Support:** | **Extension:** |

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| **Objective A****Communicate through speaking, listening, reading, writing, viewing and representing.** | **Objective B****Use language to shape and make meaning according to purpose, audience and context.** | **Objective C****Think in ways that are imaginative, creative, interpretive and critical.** | **Objective D****Express themselves and their relationships with others and their world.** | **Objective E****Learn and reflect on their learning through their study of English.** |
| ***Speaking and Listening*** EN3-1A Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features.* Develop and apply contextual knowledge
* Understand and apply knowledge of language forms and features
* Respond to & compose texts

***Writing & Representing*** EN3-2A Composes, edits and presents well-structured and coherent texts * Engage personally with texts
* Develop and apply contextual knowledge
* Understand and apply knowledge of language forms and features
* Respond to & compose texts

***Reading & Viewing***EN3-3A Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies. * Develop and apply contextual knowledge
* Understand and apply knowledge of language forms and features
* Respond to, read & view texts

***Spelling***EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts. * Develop and apply contextual knowledge
* Understand and apply knowledge of language forms and features
* Respond to & compose texts
 | ***Responding and Composing***EN3-5B Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts * Develop and apply contextual knowledge
* Understand & apply knowledge of language forms and features
* Respond to and compose texts

***Grammar, Punctuation & Vocab***EN3-6B Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies. * Develop and apply contextual knowledge
* Understand & apply knowledge of language forms and features
* Understand apply knowledge of vocabulary
* Respond to and compose texts
 | ***Thinking Imaginatively & Creatively***EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts * Engage personally with texts
* Develop and apply contextual knowledge
* Understand and apply knowledge of language forms and features
* Respond to and compose texts
 | ***Expressing Themselves***EN3-8D Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts. * Engage personally with texts
* Develop and apply contextual knowledge
* Understand and apply knowledge of language forms and features
* Respond to and compose texts
 | ***Reflecting on Learning***EN3-9E recognises, reflects on and assesses their strengths as a learner * Develop and apply contextual knowledge
* Understand and apply knowledge of language forms and features
* Respond to and compose texts
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|  | **Teaching/Learning Activities** | **Resources** |
| **Objective A****Communicate through speaking, listening, reading, writing, viewing and representing.** | * Assessment task: read three passages and classify them as first person, third person limited or third person omniscient with an explanation for each.
 | Worksheet |
| **Objective B****Use language to shape and make meaning according to purpose, audience and context.** | * Watch the True story of the Three Little Pigs

 <https://www.youtube.com/watch?v=m75aEhm-BYw//www.youtube.com/watch?v=m75aEhm-BYw>* Recognise the techniques used by the writer to position the reader and influence their point of view. Recognise the aspects from the original story that make this story believable.
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| **Objective C****Think in ways that are imaginative, creative, interpretive and critical.** | * Assessment task: Writing a different point of view for the story “Goldilocks”.
 | * [T:\Teacher\teachershare\English K-10 new curriculum\Assessments\term 4 perspective 2014.pptx](file:///T%3A%5CTeacher%5Cteachershare%5CEnglish%20K-10%20new%20curriculum%5CAssessments%5Cterm%204%20perspective%202014.pptx)
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| **Objective D****Express themselves and their relationships with others and their world.** | * Introduce the topic and talk about the concept of positioning – the way that authors write so the reader adopts a point of view about the text. Reflect on some familiar fairy tales, such as Little Red Riding Hood, Cinderella, Goldilocks etc. With which characters does the author want us to share a point of view? Which parts of the text show this?
* Watch Narrative point of view video from Mr Turner’s English <https://www.youtube.com/watch?v=sOVMM60Sm2c>
* Rap version of POV <https://www.flocabulary.com/point-of-view/>
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| **Objective E****Learn and reflect on their learning through their study of English.** |  |  |

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| **Speaking and Listening *EN3-1A**** Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.
* Identify and summarise key ideas and information from guest speakers, e.g. note taking or using digital technologies (from video)

**Writing and representing*** Identify and explore underlying themes and central storylines in imaginative texts.
* Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others.

**Reading and Viewing** * Understand how texts vary in purpose, structure and topic as well as the degree of formality.
* Summarise a text and evaluate the intended message or theme.

**Spelling*** Understand that the pronunciation, spelling and meaning of words have histories and change over time.
 | Content Using Quality Text“Dancing with Ben Hall and other yarns” by Jackie French<http://www.jackiefrench.com/> | **Responding and Composing*****EN3-5B*** * Identify the ways in which language ue in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer.

**Grammar, Punctuation and Vocabulary*** Understand how noun groups/phrases and adjectives groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea.
* Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context.
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| **Thinking imaginatively, creatively, interpretively and critically*** Interpret events, situations and characters in texts.
* Think imaginatively when engaging with texts, using predictions, for example, to imagine what happens to characters after the text.
* Compare how composers and illustrators make stories exciting, moving and absorbing to hold readers’ interest
 | **Expressing themselves*****EN3-8D –*** * Respond to short films, documentaries and multimedia texts that express familiar and new aspects of the familiar world.
* Recognises that ideas in literary texts can be conveyed from different view points, which can lead to different kinds of interpretations and responses
 | **Reflecting on Learning*****EN3-9E –*** * Reflect on own learning achievements against specific criteria.
* Identify sections of their own writing that they believe reflect their growth and competence as writers.
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|  | **Teaching/Learning Activities** | **Resources** |
| **Objective A****Communicate through speaking, listening, reading, writing, viewing and representing.** | * Tell the class that Ben Hall (1837-1865) was a bushranger and some brief facts about his life. Watch the youtube video (or sections of it)
* In pairs, discuss and predict how could the narrator’s great-grandmother come to be dancing with Ben Hall
* Read to the end of the story. Model how to summarise a narrative. As a class complete the summary.
* Listen to “The Streets of Forbes”
* Making Connections text to world – what do we already know about this time in Australian history? Text to text – what is similar between the three texts? What is different? Text to self – own experiences with growing up – being nearly 12 like Emily.
* Inferencing – How did people feel about bushrangers, traps and women in these days?
* Visualising – J French uses words to create powerful images – the scene in the house when Ben Hall arrives, an image of the house and gardens. Read these and sketch what you see in your mind.
 | A brief outline of Ben Hall’s life including the Canowindra raids<https://www.youtube.com/watch?v=9osbSxu41eA>Copies of “Dancing with Ben Hall”The Streets of Forbes being performed<https://www.youtube.com/watch?v=3-gIs36lyiA> |
| **Objective B****Use language to shape and make meaning according to purpose, audience and context.** | * Identify ‘appropriate’ as a homograph (same spelling not pronunciation )– adjective meaning suitable, verb meaning to take, without permission
* Use of complex sentences – commas with additional information
* Use of apostrophes for possession – including consecutive words e.g. Emily’s father’s farm
* Use of apostrophes for contractions – he’d, who’d, wasn’t, didn’t you’d, I’m, she’d
* Use of speech marks within speech marks – ‘”Will you introduce me?” he asked.
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| **Objective C****Think in ways that are imaginative, creative, interpretive and critical.** | * Recognise and explain creative language features in imaginative texts
	+ Use of descriptive language
* Interpret events, situations and characters in texts
	+ Interpret new vocabulary and phrases e.g. mullock heaps, mutton in brine, chamber pot …
	+ Interpret characters – why wasn’t Emily’s mother in pictures?
	+ Interpret situations – what happened at the dance? How did Emily’s mother change what could have been dangerous?
	+ Interpret characters – what do we know of the narrator’s family tree?
	+ Interpret events – why would Emily not have told her husband about the dance?
* How does J French make the story exciting, moving and absorbing to hold reader’s interest?
* Compare “Dancing with Ben Hall” and “The Streets of Forbes”. Do the authors sympathise with Ben Hall or not? How do you know? What makes each piece effective in telling a part of Ben Hall’s story?
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| **Objective D****Express themselves and their relationships with others and their world.** | * Imagine if the story was told from the perspective of a different character – Ben Hall, Emily, a trapper, one of the other gang members, Emily’s mum … Tell their story keeping the same events but with a different perspective. Use creative language, a variety of sentence lengths and include dialogue and apostrophes.
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| **Objective E****Learn and reflect on their learning through their study of English.** | * Students edit their work and then reflect on their learning. Identify parts of the story that they have done well. Reflect on their use of speech, punctuation, paragraphing and sentences of varying length.
 | * Criteria for marking
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| **Speaking and Listening *EN3-1A*****Writing and representing****Reading and Viewing** **Spelling** | Content Using Quality Text | **Responding and Composing*****EN3-5B*** **Grammar, Punctuation and Vocabulary** |
| **Thinking imaginatively, creatively, interpretively and critically** | **Expressing themselves*****EN3-8D -***  | **Reflecting on Learning*****EN3-9E -***  |

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