

Stage Stage 3

Time Frame 10 weeks

Theme Conflict – WW2

Key Concepts

* Suspense
* Plot
* Representation
* Point of View

**Focus for this unit - learning intention**

The focus of this unit is teach the children how to write texts that show a variety of different points of view whilst enhancing their writing style. The students will also develop their ability to look at texts and events in WW2 and analyse them from different perspectives.

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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 & apply contextual knowledge * Understand & apply knowledge of language forms and features * Respond to & compose texts   ***Writing & Representing***  EN3-2A composes, edits and presents well-structured and coherent texts   * Develop & apply contextual knowledge * Understand & apply contextual knowledge * 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 & apply contextual knowledge * Understand & apply knowledge of language forms and features * Develop and apply phonemic knowledge * Respond to and view texts   ***Spelling***  EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts   * Develop & apply contextual knowledge * Understand & apply contextual knowledge * 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 & apply contextual knowledge * Understand & apply knowledge of language forms and features * Respond to & compose text   ***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 & apply contextual knowledge * Understand & apply knowledge of language forms and features * Respond to & compose texts * Understanding & apply knowledge of vocabulary | ***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   KEY:  Content covered in this unit |

**Objective B**

**Responding and Composing**

Understand and apply knowledge of language forms and features

* Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text.
* Consider and develop sustained arguments and discussions supported by evidence.

**Grammar, Punctuation and Vocabulary**

Develop and apply contextual knowledge

* Understand that language is structured to create meaning according to audience, purpose and context.

**Objective A**

**Speaking and Listening**

Response to and compose texts

* Participate and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.

**Writing and Representing**

Respond to and compose texts

* Present a point of view about particular literary texts using appropriate metalanguage and reflecting on the viewpoints of others.
* Assess the reliability of resources, including digital resources, when researching topics.

**Reading and Viewing**

Respond to, read and view texts

* Summarise a text and evaluate the intended message or theme.

**Content using Quality Text**

Key Concept: Point of View

**BBC Website**

[**http://www.bbc.co.uk/schools/primaryhistory/world\_war2/**](http://www.bbc.co.uk/schools/primaryhistory/world_war2/)

**Objective E**

**Reflecting on Learning**

Develop and apply contextual knowledge

* Reflect on own learning achievements against specific criteria.

Respond to and compose texts

* Formulate questions for specific purposes. Eg to clarify and reflect.

**Objective D**

**Expressing Themselves**

Engage personally with texts

* Identify aspects of literary texts that convey details and information about particular social, cultural and historical contexts.

Respond to and compose texts

* Discuss and explore moral, ethical and social dilemmas encountered in texts.

**Objective C**

**Thinking Imaginatively, Creatively, Interpretively and Critically.**

Engage personally with texts

* Think critically about aspects of texts such as ideas and events.

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|  | **Teaching/Learning Activities** | **Resources** |
| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | * View the timeline of WW2 and read the section titled ‘World at War’. Discuss events and ask students to reflect on events. * Summarising - Have students summarise important information discussed and read. After viewing and reading the WW2 timeline, students in small groups, retell the events of WW2 with each student having a turn before passing the timeline onto the next student. * Questioning – Have students generate questions they wish to know/learn about World War 2. * As a whole class, read the section ‘World at War’ whilst using the Super 6 reading strategies to maximise student comprehension. Demonstrate as you read how to use these strategies. At the end, demonstrate how to make a summary of all of the content and how to present it to the class as a short speech. (This is what the children will replicate in small groups so alter the end result to reflect your desired result.) * In groups of 6 or 2 groups of 3, designate each one of the following areas:   + - Evacuation     - Scotland’s Blitz     - Daily Life     - Growing up in Wartime     - Children at War   Ask the groups to read the sections as a reciprocal reading group (using the super 6 strategies) and create a short speech to tell the class about the section that they have read.   * As a class, provide verbal feedback on the public speaking and content of each group when they present their work. Groups could also take notes of the content covered by other groups to develop oral comprehension. * Using the feedback provided, groups are designated another area to improve on their previous summary and presentation:   + - The War ends     - Air raids – The Blitz     - Wartime Homes     - Food and Shopping     - The War Effort * During discussions, have students express their feelings and thoughts about what they have learnt. Discuss how life would be different during times of war and/or how students think the war would be different if another World War broke out. * Critically discuss the reliability of the BBC website. Compare information on other websites. Discuss bias and evaluate information. | BBC Website |
| **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | * Explain and discuss the structure of informative and persuasive texts and discuss how they can be used together. Model and jointly construct texts using this structure as a guide. Have students develop criteria for persuasive and informative text structures, which can be used to assist them when writing, editing and marking their work. * Using information learnt and summarised students write an informative/persuasive text about WW2 and why war should be avoided. Students use information viewed on the BBC website as background information and supporting evidence. Discuss the impact war has on people and encourage students to support their views with evidence. | BBC Website |
| **Objective C**  **Think in ways that are imaginative, creative, interpretive and critical.** | * After viewing information on the website and discussing events, have students consider if war could have been avoided. During the discussion, encourage students to argue their position and support their views with evidence and facts. * Consider if World Leaders today try to avoid war and if attitudes toward war have changed. Discuss reasons why it should be avoided and ways it can be avoided. | BBC Website |
| **Objective D**  **Express themselves and their relationships with others and their world.** | * Refer back to questions posed at the beginning of the learning sequence. Asks students to answer these questions, identifying in their summarises and in the text where the answers can be found. * Investigate and discuss how information is separated on the website. Discuss why this is done and how effective it is to use and understand. * Discuss the social, moral and ethical issues, which arose during WW2. Have students discuss specific issues and situations they have learnt about and how they feel about these situations. * Discuss if there are any winners from WW2. Have students argue their point and support it with facts learnt during the unit. * Have students write a persuasive and/or informative text about the social, moral and ethical issues that arise during times of war.   \* Students write a text about who won WW2 and why. | BBC Website |
| **Objective E**  **Learn and reflect on their learning through their study of English.** | * Students create a criteria which is should be included in persuasive and informative texts. They can use the criteria to guide their writing and editing. * Students use the criteria to edit and offer feedback to another student’s piece of writing. * Teachers use criteria to give feedback on their 2 pieces of writing. * Students generate questions about World War 2 as guideline for learning and interest. At the end of the unit students answer these questions, stating their opinions, using facts and supporting evidence from the website and other information texts. | Student made criteria |

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**Objective A**

**Understand and apply knowledge of language forms and features**

\* Plan, draft and publish imaginative, informative and persuasive texts, choose and experimenting with text structure, language features, images and digital resources appropriate to purpose

**Understand and apply knowledge of language forms and features**

\* Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches

**Respond to, read and view texts**

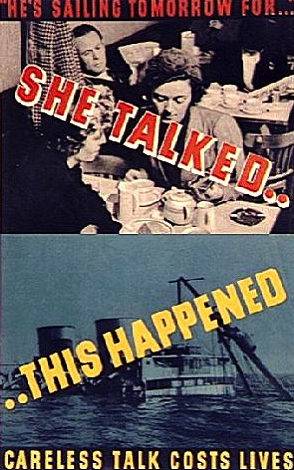
\* Recognise how aspects of personal perspective influence response to text

**Content using Quality Text**

Key Concept:

**Point of View**

**Text: War Posters**

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**Objective B**

**Understand and apply knowledge of language forms and feature**

\* Recognise the techniques used by writers to position a reader and influence their point of view

**Understand and apply knowledge forms and features**

\* Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence response to particular texts

**Objective E**

**Respond to and compose texts**

\* Critically reflect on the effectiveness of their own and others’ writing, seeking and responding to feedback

**Objective D**

**Develop and apply contextual knowledge**

\* Understand how to move beyond making bare assertions and take account of differing perspective and points of view

\* Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts

**Understand and apply knowledge of language forms and features**

\* recognise how the use of language and visual features can depict cultural assumptions in texts

**Objective C**

**Develop and apply contextual knowledge**

\* Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style.

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|  | **Teaching/Learning Activities** | **Resources** |
| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | * Look at individual war posters, one at a time, and discuss as a whole class the techniques that have been used to get the message across. Make a list of the techniques used on the board. * Compare war posters and discuss or list the similarities and differences between each poster. * Discuss how different people (soldiers, elderly, wives, children etc) would respond to each poster. * Ask students to sort each poster based on the targeted audience and ask the to justify why they have placed each poster. * Ask students to write a paragraph explaining which poster they find most effective and why. * Create your own poster to encourage young people to enlist in the armed forces using a variety of images, text and language features such as puns, repetition or modality | War Posters |
| **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | * Discuss how the language in the posters influence each persons response to the poster (soldiers, elderly, wives, children etc) * As a whole class, summarise the techniques used by the writers to influence peoples points of view and decision * In pairs, students find war posters that were created to influence the point and view of Australian soldiers in this time. * Compare posters and students identify the differences and similarities in the techniques that have been used to influence the pojnt of view and decisions of people. | War Posters |
| **Objective C**  **Think in ways that are imaginative, creative, interpretive and critical.** | * Students identify which posters that may have been written by the same people/government/group etc and justify their decision. | War Posters |
| **Objective D**  **Express themselves and their relationships with others and their world.** | * Look at the posters carefully and ask students to discuss how language and visual features depict gender roles of the time. * Discuss whether or not media still portraits such gender roles today. | War Posters |
| **Objective E**  **Learn and reflect on their learning through their study of English.** | * Create a criteria in groups to evaluate the effectiveness of war posters. * As a whole class, come together and share ideas on the criteria used to assess the effectiveness of war posters and create a whole class criteria to be used on student’s work. | Student Criteria |

**Objective B**

**Responding and Composing**

**Respond to and Compose Texts**

\* Compose more complex texts using a variety of forms appropriate to purpose and audience

**Grammar, punctuation and vocabulary**

**Develop and apply contextual knowledge**

\* Experiment with different types of sentences, eg short sentences to build tension complex sentences to add detail

**Objective A**

**Speaking and Listening:**

**Respond to and Compose Texts**

\* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions

**Writing and Representing:**

**Develop and apply contextual knowledge**

\* Identify and explore underlying themes and central storylines in imaginative texts

**Understand and apply knowledge of language forms and features**

\* Investigate how complex sentences can be used in a variety of ways to elaborate and explain ideas.

**Reading and Viewing**

**Understand and apply knowledge of language forms and features**

\* Understand and experiment with sound devices and imagery, including simile, metaphor and personification in narratives

\* Recognise how grammatical features help to build meaning in texts, including adverbial and adjectival phrases

**Objective C**

**Engage personally with texts**

\* interpret events, situations and characters in text

\* Think critically about aspects of texts such as ideas or events

\* Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways

**Objective E**

**Respond to and Compose Texts**

\* Identify selections of own writing that they believe reflect their growth and competence as writers

**Objective D**

**Engage personally with texts**

\* Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses

**Develop and apply contextual knowledge**

\* Understand how to move beyond making bare assertions and take account of differing perspectives and point of view

**Content using Quality Text**

**Text : Rose Blanche**

Key Concept:

**Representation**



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|  | **Teaching/Learning Activities** | **Resources** |
| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | \* Prior to reading the text, allow students to write a prediction statement based on the cover, blurb and inside cover. Once the students have made a prediction, allow them to share their prediction in a small group and write a small group prediction. Repeat this process but move from small group to whole class.  \* Ask the children to imagine what they believe the German people would have been like during World War Two. Ask some students to share their thoughts.  \* Examine the sentence structure on the first page. Discuss why the sentence structure is very simple and the effect this has on the reader. Revise what makes a simple and complex sentence.  \* Examine how the sentence structure when Rose Blanche first sees the Concentration Camp changes to add the extra detail and the effect this has on the reader. Revise what a complex sentence is and their different types.  \* Explain what adverbial and adjectival phrases are and as a class identify examples throughout the text. Write these sentences on the board and in small groups ask the children to change the adverbial or adjectival phrase so that the sentence would remain similar and the meaning and effect would not be lost. Demonstrate this process first and discuss how and why they are used in texts.  \* Scan a page from the book and re-read the story to that point, in pairs or independently, ask students to write the story for that page in their own words using a combination of sentences.  \* Discuss the use of imagery on the last page of the book and how it improves the overall quality of the text. Students discuss the choice of verbs and why it is so effective in this case. As a class, write a new concluding paragraph by first brainstorming other verbs/nouns that could be used instead of retreated, advanced, explosions, uniforms and paraded etc that relate to war that could be used to describe the start of spring.  \* Discuss how the events of World War Two are represented in the text and how the author portrays the German girl within the book. Ask children whether or not the book has allowed them to see how war can be represented from different points of view. | Rose Blanche |
| **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | \* Explain how sentence structure can add meaning to a text – simple sentences can portrait mundaneness, sorrow, happiness, tension etc. and complex sentences can be used to add detail and can portrait these qualities in a different way.  \* As a whole class discuss what it would have been like as a soldier at the start of the book. Write a diary entry as a whole class which portraits the feelings of a soldier and explain the use of sentences; why they are being used and their effect. Include the use imagery similar to that used on the final page if possible. Use a variety of sentences and discuss why you use each type and the effect it has.  \* Discuss what it would have been like to be a Jewish child in a concentration camp at that time. Children discuss how this story would be altered if it were written from a Jewish child’s perspective. In small groups, write a diary entry from the perspective of a Jewish child who is in a concentration camp before they meet Rose Blanche that depicts the sadness and sorrow they are experiencing in the camp by using simple and compound sentences only. Encourage the use of imagery.  \* Scan the best diary entries to put on the IWB and as a whole class, examine and make notes on why the pieces are a good examples and how they use their sentence structure to create a mood and how they represent the war from another characters perspective.  \* Students independently write their own diary entry for a child in the Concentration Camp for the day that they first meet Rose Blanche or when she brings them food. Explain that complex sentences should be used to add extra details and explanation. | Rose Blanche |
| **Objective C**  **Think in ways that are imaginative, creative, interpretive and critical.** | \* Refer to the first illustration of the story, which shows local German soldiers being greeted by civilians as they head for the war against the Soviet Union (Russia).  Ask invited pupils to volunteer as the fat mayor, a soldier in the truck, Rose and her mother.   Bring them to the front of the class and ask them to freeze in position as these characters, with distances between the figures reflecting those in the picture.  Give the following lines for these characters to read out when you tell them.  **Fat Mayor**; I am a very important person.  The people in the town really look up to me.  I made a great speech.  Our German soldiers will easily beat the Russians.  Long live Adolf Hitler!  **Soldier**;  I am happy to be fighting for Germany.  Our army will beat the Russians.  Long live Adolf Hitler!  **Rose**;  I am happy today.  Our brave soldiers will beat the Russians.  It is fun waving my swastika flag.  **Mother**;  It is a happy day for Rose and I.  I hope our soldiers beat the Russians, but some are sure to die.  This makes me feel sad.  Discuss that these are some of the thoughts that characters may be having at this point in the story. Explain that it is important to understand that there is always different ways in which events in history can be represented in texts based on the views of characters and the author’s own experiences.  Move on to show the illustration of the Jewish boy attempting to escape from arrest and deportation.  In small groups ask pupils to suggest what Rose, the fat Mayor, the little boy, one of the soldiers mending the vehicle and the women at the back in the alleyway might be thinking and feeling. Share each groups responses.  Move onto the double page spread, which shows the concentration camp prisoners behind the wire (you will need to explain that the yellow stars meant they were Jews).  In pairs ask pupils to decide on three thoughts or feelings that Rose may have experienced looking at these people.  Take examples from pairs and write them up.  Lastly turn to the two-page spread, which shows the population of the town fleeing towards the end of the war.  In groups, ask pupils to suggest what the following people in the picture might be thinking, the fat mayor (he is standing by the car with his swastika armband taken off), Rose's mother (she is in the foreground), a wounded soldier and the woman following the handcart.  Ask students, in pairs, to write a diary entry for a character from one of the freeze frames. Ask the students to add a lot of extra detail by including the use of complex sentences and think about how the view of the character can change the way in which the events are represented and viewed. If required write a whole class diary entry for a character prior to paired work. | Rose Blanche |
| **Objective D**  **Express themselves and their relationships with others and their world.** | \* Ask students to write questions that they would like to ask different characters in the book.  \* Choose a child that is competent in putting themselves ‘in the shoes’ of a character in the book (Rose Blanche, Fat Mayor, Soldier, Mother or Prisoner) and using hot-seating to answer students questions.  \* Discuss the answers given by the child and whether they are accurate and why students think they are or are not.  \*Ask children in groups to list the different perspectives a picture book could be written from for World War 2 and how each of the perspectives would differ. Ask students to discuss how different events in World War 2 would be represented based on the perspective that the text would be written from. | Rose Blanche |
| **Objective E**  **Learn and reflect on their learning through their study of English.** | \* Students share their diary entries with another child and they give 2 positive comments and 1 working towards comment to help improve their writing.  \* Upon the completion of work on Rose Blanche, students choose the diary entry that shows their ability to represent life during WW2 through the perspective of a character using carefully considered sentence structure to improve the quality of their work. Ask students to highlight the parts of work they believe shows their improvements. | Student Samples |

**Objective A**

**Speaking and Listening**

**Respond to and compose texts**

* Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.

**Writing and Representing**

**Understand and apply knowledge of language forms and features**

* Plan, draft and publish imaginative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

**Reading Viewing**

**Understand and apply knowledge of language forms and features**

* Compare texts including media texts that represent ideas and events in different ways, explaining the effects of different approaches.

**Respond to, read and view texts**

* Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

**Objective B**

**Responding and Composing**

**Understand and apply knowledge of language forma ad features**

* Identify the ways in which language use in imaginative texts, including figurative language, character development, events and setting, creates an interest for the reader or viewer.

**Respond to and compose texts**

* Recognise the techniques used by writers to position a reader and influence their point of view.

**Grammar, Punctuation and Vocabulary**

**Respond to and compose texts**

* Experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail.

**Objective E**

**Reflecting on Learning**

**Respond to and compose texts**

* Critically reflect on the effectiveness of their own and others writing, seeking and responding to feedback.

**Objective D**

**Expressing themselves**

**Respond to and compose texts**

* Identify and describe the representation of people, places and events in film and the media.
* Discuss and explore moral, ethical and social dilemmas encountered in texts.

**Objective C**

**Think imaginatively, Creatively, interpretively and critically.**

**Engage personally with texts**

* Interpret events, situations and characters in texts.
* Think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text.

**Respond to and Compose texts**

* Analyse and evaluate similarities and differences in texts on similar topics, themes or plots.

**Content using Quality Text**

Key Concept:

Suspense

Rock Eisteddfod Challenge

The Petersfield School

“Through the Eyes of a Child”

<http://www.globalrockchallenge.com/#!8671>

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|  | **Teaching/Learning Activities** | **Resources** |
| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | * Before watching the performance show students the book ‘The Boy in the Striped pyjamas’. Preview the book and give students an overview of the story – link the story to background knowledge from factual text used earlier in the unit. Teachers may like to read the text to the class. * Discuss what students think is happening in the performance and ask them to justify their answers. Break the performance down scene by scene. Discuss the changes in the mood throughout the performance and how have the composers and performers created this mood. What techniques have they used? What emotions do the viewers feel throughout the performance? How and why have the composers achieved this. * Select extracts from the text ‘The Boy in the Striped Pyjamas’ and compare these to scenes in the performance. Discuss the similarities and differences. Discuss how both creators have explored issues of conflict, innocence and friendship. * Have students select a character from the performance and write what happens to this character after the performances has finished. | REC performance  Boy in the Striped |
| **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | * Discuss what is happening in each scene and what techniques are being used to create suspense, emotion and interest in the viewer. Discuss character development, changes in events, settings and mood. * Discuss how students feel and think about the story. Ask why they think / they feel this way and has the composer used techniques which influence their feelings? * Select extracts from the text ‘The Boy in the Striped Pyjamas’ and investigate sentence structure the author has used. Discuss the effect / purpose of selected sentences. Using sentences from the novel as a guide jointly construct a variety of sentences modelling the correct grammar and punctuation. Encourage students to use a variety of sentence in their writing tasks. | REC performance  Boy in the Striped Pyjamas |
| **Objective C**  **Think in ways that are imaginative, creative, interpretive and critical.** | * Interpret and discuss how events and characters are portrayed in the performance. Discuss the use of lighting; smoke, movement, expression and music assist viewers’ interpretation of events and characters. * Discuss how the performance may have been different if the story was told from the father’s perspective or one of the other children in the camp. Identify how the viewer’s interpretation of events would differ depending on who is telling the story. Explore reasons why. * Select extracts from the written text and movie ‘The Boy in the Striped Pyjamas’ and discuss the similarities and difference in events and character portrayal. Discuss how these texts are similar and different to other texts used (Rose Blanche, Hitler’s Daughter etc.) * Students write an imaginative text from another characters perspective using similar events that occur in the performance. Students should be encouraged to use a variety of sentences in their writing as modelled in earlier lessons. | REC performance  Boy in the Striped Pyjamas |
| **Objective D**  **Express themselves and their relationships with others and their world.** | * Identify and describe how the main character is presented throughout the performance. Discuss techniques the creators and performers used to portray him and the difference in the boy at the beginning of the performance and the end. * Compare the representation of the main character to his mother. Discuss how they boys view of the world changes throughout the performance. Is his mother portrayed differently throughout the performance? * Discuss how the other children in the performance are portrayed and how is this different to how the boy is portrayed. Discuss why they are portrayed differently and why the young boy’s view of the world changes. What techniques are used to portray this to the viewer? | REC performance  Boy in the Striped Pyjamas |
| **Objective E**  **Learn and reflect on their learning through their study of English.** | * Students create a criteria which is should be included in imaginative texts. They can use the criteria to guide their writing and editing. * Students use the criteria to edit and offer feedback to another students piece of writing. * Teachers use criteria to give feedback on their 2 pieces of writing. | Student made criteria |

**Objective B**

**Responding and Composing**

**Understand and apply knowledge of language forms and features**

\* Identify the ways in which language use in imaginative texts, including figurative language, character development, events and settings, creates interest for the reader or viewer.

**Respond to and compose texts**

\* Compose more complex texts using a variety of forms appropriate to the purpose and audience.

**Grammar, Punctuation and Vocabulary**

**Understand and apply knowledge of language forms and features**

\* Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea.

**Objective A**

**Speaking and Listening**

**Develop and apply contextual knowledge**

\* Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English

**Writing and Representing**

**Develop and apply contextual knowledge**

\* Identify and appreciate the ways texts are shaped through exploring a range of language forms and features and ideas

**Respond to and compose texts**

\* Compose imaginative and informative texts that show evidence of developed ideas

**Reading and Viewing**

**Develop and apply contextual knowledge**

\* Understand how texts vary in purpose, structure and topic as well as the degree of formality

**Objective C**

**Engage personally with texts**

\* Interprets events, situations and characters in texts

\* Think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text.

**Objective E**

**Respond to and compose texts**

\* Critically reflect on the effectiveness of their own and others’ writing, seeking and responding to feedback

**Objective D**

**Develop and apply contextual knowledge**

\* Make connections between students own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts

\* Discuss and explore moral, ethical and social dilemmas encountered in texts

**Content using Quality Text**

Key Concept:

**Plot**

**Text: Hitler’s Daughter**

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| Text Overview |
| ***Hitler's Daughter***, a junior novel by author Jackie French, is a **story within a story**. 'The Game' involves Anna making up a story about Hitler's secret daughter, Heidi. The novel's setting continually moves between the historical era of Nazi Germany and the present Australian rural community at Wallaby Creek. Mark and Anna empathise with the emotional struggle of the **fictional** character of Heidi. Mark in particular makes links between past and present racism. Mark also learns that it is important for boys and men to find solutions to violence, intolerance and racism in society. Equally, Mark shows the importance of understanding your own parent's attitudes, which may be different from your own. Mark is in awe of Heidi by the novel's end. Heidi, real-life character or imagined, is a symbol of hope and peace for everyone's future.  Chapter Summaries:  <http://www.skwirk.com.au/p-c_s-55_u-269_t-677_c-2550/TAS/8/Summary-Chapters-1-5/Hitlers>..  <http://www.skwirk.com.au/p-c_s-55_u-269_t-677_c-2551/VIC/8/Summary-chapters-6-12/Hitlers-Daughter/Novel-Hitlers-Daughter/Jackie-French/English-Texts/>  <http://www.skwirk.com.au/p-c_s-55_u-269_t-677_c-2552/TAS/7/Summary-Chapters-13-18/Hitlers-Daughter/Novel-Hitlers-Daughter/Jackie-French/English-Texts/> |

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|  | **Teaching/Learning Activities** | **Resources** |
| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | \* Storytelling – the game: Before the story game can start, the students must agree on a story.  Are stories about real events, like a pet dying or friends breaking up more interesting than stories about unreal events? Discuss some of the things that make interesting stories for your group. Write some possible story ideas and test them with a group of your friends. What sorts of things make stories interesting for your group? Is it difficult to find stories that everyone wants to read or hear? Brainstorm the things that can make a story interesting and how can these be used in narrative writing.  \* Small group discussion – cover stories: Book covers help us to choose a book to read. Select several books you have not read and try to tell from the cover what you think they will be about. Which of the books looks the most interesting? Looking at the front cover of Hitler's Daughter, discuss what you think this book will be about. Students write down their predictions in their workbooks. Compare your ideas when you have finished the book. How useful was the cover in helping you to predict the story?  \* Note making - prediction: The back cover talks about: Bombs, concentration camps, Hitler's daughter, Fräulein Gelber, rescued hedgehogs, visiting Duffi, and father's bunker in Berlin. Do these things fit together with your ideas from the front cover? How are they different and how are they the same? Make a note of the similarities and differences. What do the colours of the cover suggest about the story? Who are Mark and Anna, do you think? In groups, write a paragraph about what you think the story will be about.  \* Research – dialects and languages: Frau Leib speaks a dialect that is difficult for Heidi to understand. Use the internet to research the difference between an accent, a dialect and a language. How many different languages are spoken in your group? How many more are spoken among your parents and friends outside of school? Can you discover examples of accents and dialects in Australia today and 100 years ago? Although language, dialect and accent suggest that people come from different backgrounds, Frau Leib talks so much that Heidi can work out what she means. Discuss ways that telling stories and sharing ideas help us to understand the things we have in common. Describe how conversation between can build a readers understanding of a character. Identify the use of Australian slang in the novel and discuss how this builds a character’s personality. In groups students create 3 stereotyped characters and list phrases they could say in a book to show their personality. Discuss why this is great to use in narrative writing.  \* Jackie French has now written a number of books about historical events. Sometimes she plays with possible historical stories – like Hitler's Daughter. Discuss the ways in which facts can be used to make fiction and how fiction can help us to better understand the way history is written. Explain how using a real event from history can help in the development of a narrative.  \* As a whole class, create a joint construction of a narrative where a child is retelling a story based on a historical event that the students are very familiar of. Demonstrate how to plan your piece of work and discuss how the story has two plots running simultaneously. | Hitler’s Daughter Book  Other Picture Books  Internet  Planning page of choice |
| **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | \* Drawing and photography - setting: Hitler's Daughter has two main settings, the bus stop at the bend beside Harrison's cow paddock and Heidi's home at Berchtesgaden. Pose to students - Imagine that you have been chosen to make a film of Hitler's Daughter with people from your class to play the characters. Work as a team of 'location scouts' to choose a real place where you could film the bus stop. Draw the bus stop location, take a photograph of it or find an appropriate setting photograph from the internet. Print a photograph or draw the bus stop and use crosses to mark where the children sit or stand. At the conclusion of the activity, explain how the author added many incidental description of their setting to make a clear picture in the reader’s mind. Explain how the use of complex sentences help when adding extra detail and description. Ask children to download a landscape and use a range of sentences to describe it.  \* On the following pages, characters are described by the author in a small amount of detail. Re-read these parts and ask the students to draw a picture of the character. Once the children have finished with the task, choose the best two drawings of the characters to blow up onto A3 in colour. Type out the description of the character directly from the book and as a class, use the drawing of the character provided to improve the description of the character. Explain to students how character description adds to the overall plot of the book as it helps the reader to visualise what is occurring. Use the opportunity to revise word choice and sentence structure, which was taught when looking at Rose Blanche.  Descriptions:  Frau Leib PG 57-58  Gelber PG29  Mundt PG29-30  Heidi PG11 \* Characters - Ask the students to list adjectives to describe each of the following characters: Mark, Ben, Little Tracey and Anna. Direct them to choose two of the characters and write adescription of them in their book or create a ‘wordle’ - http://www.wordle.net/ - about them. They should then select one character and explain in detail why they would choose him or her to be a friend and make connections to their personality. Discuss how characters that are described well and that the reader can relate to help engage the audience. \* Whole group discussion – fiction and history: In this novel, Jackie French has built a story about a girl telling a story that was told to her by her grandmother about a character who was real with a daughter who might be fictional. Working with your teacher, discuss the ways in which stories are constructed from characters involved in a story-line or plot with a setting. | Internet  Printer  Scanner  Hitler’s Daughter Book  Internet and Computer Access |
| **Objective C**  **Think in ways that are imaginative, creative, interpretive and critical.** | **\* Plot line -** Ask students to maintain plot lines (for both stories) while reading the text. They can do this by writing one or two statements about the content of each chapter, being sure to note important events or major turning points in the narratives. Their notes can be published in writing or they can be directed to the template for the plot line and asked to use the arrows to create plot lines for the two stories. This novel has parallel stories, so there must be two plot lines. Discuss why the story needs two plot lines and explain that it is a story within a story. At completion of the story, discuss and write about the structure of a narrative and how it is reflected in the novel. Explain that students need to plan their work in a similar manner.  \* Imagine the conversation after Anna’s grandmother has finished telling the Heidi story to her granddaughter. What questions does Anna have for her grandmother, and how much is her grandmother willing to tell her? Does Anna really believe her grandmother’s story is true? As a class, start to write the dialogue between Anna and her grandmother. With this activity students will be challenged to imagine Anna’s response to the story as well as her grandmother’s reasons for telling her story. Once children understand how to do this, children work in pairs to finish the dialogue. After writing dialogues, students might practice reading them aloud, presenting them to their classmates, and then discussing the different ways each dialogue completes the story. | Hitler’s Daughter Book |
| **Objective D**  **Express themselves and their relationships with others and their world.** | \* Narrative reflection – emotional involvement: Mark is very upset by Anna's story because he imagines how he would feel if his father was Hitler. How important is it to become involved in the story? Who are you most involved with in Hitler's Daughter? Ask students to make connections to themselves and characters in the story. Explain how authors use this strategy to help engage readers. Brainstorm ways children could do this in their own stories.  \* Map reading: Austria has been the scene for many wars during its history. This might be partly because there is a pass through its mountains into Italy. Use your atlas to find the Brenner pass and then use the internet to look up the town that Heidi lives near. If you have internet access, it will help to start at http://www.germany-tourism.de/e/6308.html. Make notes about the history of the town. Discuss whether knowing more about this town changes your enjoyment of the story. Explain that by using some accurate settings and events from history can help the reader make connections between themselves and the world and why this helps to engage readers. In groups students brainstorm an historical event that they could use for a basis of a story and explain how they would do this.  \* Story-writing – fiction from facts: Anna says she is telling a story that her grandmother once told her. Think of a story that you have been told by a relative and write down the names of the people in the story, the location (setting) of the story and the main reason you think the story was told to you. Write down a rough outline of the story using a plot line and orally tell the story for a group of your friends. Students provide feedback on how to improve the story and how believable it is.  \* Story-writing: If Anna's grandmother migrated from Germany after the war, she would probably have often left many of her friends and relatives behind. If she really was Hitler's daughter, she could not have told anyone. In pairs, students continue the story as if Anna was describing Heidi’s arrival from Germany and what happened next.  \* Students create their own narrative with simultaneous plots, similar to that of Hitler’s Daughter. | Internet |
| **Objective E**  **Learn and reflect on their learning through their study of English.** | \* Students create a criteria of what should be included in a great story including information about the setting, description of characters, dialogue between characters, creating believable characters, sentence structure and balance, plot, structure, vocabulary choice, figurative language choice and other information the students believe is important.  \* Students use criteria to make another students piece of writing and provide appropriate feedback using the criteria.  \* Use criteria to provide feedback on students final story |  |

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| Other resources: | |
| Assessment / Collecting Evidence – Assessments are identified as red activities | |
| Observation |  |
| Anecdotal Records |  |
| Checklist / Matrix |  |
| Rubric (CTJ) |  |
| Self-Assessment |  |
| Peer Assessment |
| Student Teacher Conference |  |
| Journals |  |
| Assessment task |  |

Possible Links to Other KLAs

History

* History of WW2
* Anzac Day
* Australia’s involvement in the war

Mathematics

Science and Technology

* Use of IWB, cameras, iPads and digital texts, painting software

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