Theme: Embracing Difference

Stage 3

Time Frame: 10 weeks (select a few activities per text).

Concepts: Making Connections, Visual Literacy and Language Choices

**Focus for this unit - learning intention**

Students will gain an understanding of social practices and the different ways people or groups think, including their shared beliefs, values, knowledge, customs, lifestyle and artefacts. Students will develop an understanding of the use of figurative language or illustrations to represent objects, actions or ideas. Students will be able to recapture experiences and evaluate their significance.

Soraya the Storyteller by Rosanne Hawk

The Lost Thing by Shaun Tan

Eric by Shaun Tan

Dancing the Boom Cha-Cha Boogie by Narelle Oliver

**Text Set**

[](http://www.google.com.au/url?sa=i&rct=j&q=cultural+diversity&source=images&cd=&cad=rja&docid=Vf1L5ykHxsPw3M&tbnid=G7t8BxjWx2S5DM:&ved=0CAUQjRw&url=http://blog.antvibes.com/embracing-cultural-diversity-in-a-small-business-environment/&ei=Hz9TUrOYEI7JkwXs4ICABA&bvm=bv.53537100,d.dGI&psig=AFQjCNGr0IY6pAjBzwTj8rRJP5nLixiVjg&ust=1381273731621205)

**Multimedia Resources**

* BTN refugee stories
* SBS documentary series ‘How Far We’ve Come’
* SBS Series ‘Go Back To Where You Came From’
* Time Magazine Photo Essay – ‘The Urbanisation of the World’s Refugees’

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| **Objective A**  **Communicatethroughspeaking,listening,reading,writing,viewingandrepresenting.** | **Objective B**  **Uselanguagetoshapeandmakemeaningaccordingtopurpose,audienceandcontext.** | **Objective C**  **Thinkinwaysthatareimaginative,creative,interpretiveandcritical.** | **Objective D**  **Expressthemselvesandtheirrelationshipswithothersandtheirworld.** | **Objective E**  **LearnandreflectontheirlearningthroughtheirstudyofEnglish.** |
| **Speaking and Listening**  **Develop and apply contextual knowledge**   * Compare and justify the ways in which spoken language differs from written language according to purpose, audience and context * understand that different social and geographical dialects or accents are used in Australia inaddition to Standard Australian English (ACELA1515)   **Understand and apply knowledge of language forms and features**   * Use appropriate metalanguage to identify and describe relationships between and among texts * use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)   **Respond to and compose texts**   * Participates in and contributes to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions   (ACELY1709)   * Use appropriate metalanguage to identify and describe relationships between and among texts * Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes   **Writing and Representing**  **Engage personally with texts**   * Understand and appreciate the ways texts are shaped through exploring a range of language forms and features and ideas   **Understand and apply knowledge of language forms and features**   * Understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration * investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)   **Respond to and compose texts**   * experiment with text structures and language features and their effects in creating literarytexts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800) * Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1798)   **Reading and Viewing**  **Develop and apply contextual knowledge**   * Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)   **Respond to, read and view texts**   * Recognise how aspects of personal perspective influence responses to texts * Interpret picture books, comic strips and sequences of digital images which do not contain written text * Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)   **Spelling**  **Develop and apply contextual knowledge**   * Understand how accurate spelling supports the reader to read fluently and interpret written text with accuracy   **Understand and apply knowledge of language forms and features**   * understand that the pronunciation, spelling and meanings of words have histories and   change over time (ACELA1500) | **Responding and Composing**  **Understand and apply knowledge of language forms and features**   * Identify and explain characteristic text structure and language features used in imaginative, informative and persuasive texts to meet the purpose of the text * Identify the way in which language use in imaginative texts, including figurative language, character development, events and setting, creates interest for the reader or viewer * Analyse strategies authors use to influence readers * identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)   **Develop and apply contextual knowledge**   * Discuss how the intended audience, structure and context of an extended range of texts influence responses to texts   **Respond to and compose texts**   * Consider and develop sustained arguments and discussions supported by evidence   **Grammar, Punctuation and Vocabulary**  **Understand and apply knowledge of language forms and features**   * Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts * understand the use of vocabulary to express greater precision of meaning, and know thatwords can have different meanings in different contexts (ACELA1512) * Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525) | **Thinking Imaginatively, Creatively, Interpretively and Critically**  **Engage personally with texts**   * interpret events, situations and characters in texts * think critically about aspects of texts such as ideas and events * think imaginatively when engaging with texts, using prediction for eg, to imagine what happens to characters after texts   **Respond to and compose texts**   * analyse and evaluate similarities and differences in texts on similar topics, themes or plots(ACELT1614) * interpret a range of texts, eg through role play or drama, for pleasure and enjoyment and express analytical conclusion about these texts | **Expressing Themselves**  **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 (ACELT1613) * Understand how to move beyond bare assertions and take account of differing perspectives and points of view (ACELA1502)   **Engage personally with texts**   * Recognise that ideas in literacy texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses   **Understand and apply knowledge of language forms and features**   * recognise how the use of language and visual features can depict cultural assumptions intexts   **Respond to and compose texts**   * discuss and explore moral, ethical and social dilemmas encountered in texts | **Reflecting on Learning**  **Develop and apply contextual knowledge**   * Reflect on own learning achievements against a specific criteria   **Understand and apply knowledge of language forms and features**   * discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts   **Respond to and view texts**   * develop criteria for assessing their own and others' presentations * formulate questions for specific purposes, eg to clarify and reflect * identify selections of own writing that they believe reflect on their growth and competence as writers |



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| Text Overview |
| Three murmels find themselves on a foreign shore after being lost at sea. As strangers they are not welcome in Grand Snigdom and find themselves imprisoned. There they will stay untiltheirboatisfixed and theycanbeontheirway. Ayoungsnigtakespityonthemandeachnightunlockstheircageandletsthemout, taking them to a safe place. It is during these night-time meetings that the snig and the murmelsbecomefriendsandcelebratebyfeasting,playinganddancingtogether.  *In Dancing the Boom- cha-cha Boogie the murmels have only their cultural richness to offer the strange creatures of their new land – the foods, games and dances and their joyful approach to life. And they offer friendship as well, even though they are not welcome. In Dancing the Boom-cha-cha Boogie, the murmels faced a similar situation to refugees as they drifted in their leaky arkel, knowing that their homeland, Murmella, and all the other murmels had disappeared in the whirligig. They could only hope that there was some kind of life ahead of them.*  *This incredibly creative and interesting story reflects the kinds of xenophobic reactions that are often experienced by refugees and asylum seekers. It is for all ages to enjoy and share together and it contains many peace-building elements such as happy endings and faith and hope.*  *The bravery of one young Snig opened the possibilities for the learning of new ways. The Snigs learned how to dance the Boom Cha Cha Boogie and to eat different and tasty foods. The ending befits the kind of peace-building outcomes for refugees and asylum seekers that peace-builders seek in our communities today.*  *The consequences of our choices are important. Being open to new ideas and new ways of doing things may create a more peaceful world, one that supports positive interaction and sharing of ideas between all peoples. How would we like to be treated if a similar situation occurred to us?* |
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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing |
| * Aboriginal and Torres Strait Islander histories and cultures * Asia and Australia’s engagement with Asia | * Critical and creative thinking * Ethical understanding * Intercultural understanding * Literacy | A student:  › uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond toand compose clear and cohesive texts in different media and technologies EN3-6B  › understand the use of vocabulary to express greater precision of meaning, and know thatwords can have different meanings in different contexts  › use language to shape and make meaning according to purpose, audience and Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts | A student:  draws on appropriate strategies to accurately spell familiar and unfamiliar words when  composing texts EN3-4A  **Understand and apply knowledge of language forms and features**  understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500) |

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|  | Teaching/Learning Activities | Resources |
| **Objective A**  **Develop and apply contextual knowledge**   * Compare and justify the ways in which spoken language differs from written language according to purpose, audience and context   **Understand and apply knowledge of language forms and features**   * Use appropriate metalanguage to identify and describe relationships between and among texts * Understand, interpret and experiment with sound devices and imagery, including similes, metaphors and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)   **Responds to and composes texts**   * Participates in and contributes to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions(ACELY1709)   **Respond to, read and view texts**   * Recognise how aspects of personal perspective influence responses to texts   **Objective C**  **Engage personally with texts**   * Recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning | **Activity One**   * Begin by showing students the title and front cover. Ask students what they think this story will be about. * Tell students you will read through the whole story without stopping and then revisit the story page by page to discuss with them. * Upon finishing the text, ask students what they really think this story is about. Come to the conclusion that it is about refugees. * Reread the text, stopping on each page to ask for ideas about how a certain message or idea is being conveyed on that page. * Explicitly teach the students how to do this, using the first page as an example. * Model the next few pages until students get the idea then continue through the book working together | * *Dancing the Boom Cha-Cha Boogie* by Narelle Oliver * Art Paper * Post it notes/spare paper |
| **Objective A**  **Develop and apply contextual knowledge**   * Compare and justify the ways in which spoken language differs from written language according to purpose, audience and context * Understand how accurate spelling supports the reader to read fluently and interpret written text with accuracy,   **Understand and apply knowledge of language forms and features**   * Use appropriate metalanguage to identify and describe relationships between and among texts * Understand, interpret and experiment with sound devices and imagery, including similes, metaphors and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)   **Responds to and composes texts**   * Participates in and contributes to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions(ACELY1709)   **Respond to, read and view texts**   * Recognise how aspects of personal perspective influence responses to texts   **Objective C**  **Engage personally with texts**   * Recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning | **Activity Two**  Class Discussion/Questioning   * Lead a class discussion to further explore the book. * Ask these questions to generate a class discussion:  1. What might have caused the huge storm that destroyed the homeland of the Murmels? 2. Would you describe the Murmels as being peaceful? Were they dangerous? 3. Why do you think the Snigs wanted to keep their homeland to themselves? 4. Was the young Snig brave or silly? Coud she have found herself in a dangerous situation? 5. How else could Boss Snig have greeted the Murmels? 6. Was life on the Snig Island good before the Murmels arrived? 7. How was life for the Snigs improved after the Murmels arrived? 8. How else could the story have ended happily with a win-win? 9. Why did the Murmels leave their homeland?   Ask students to work in pairs or small groups to answer these questions in their workbooks:   1. Why was the Boss Snig so keen to have the Murmels leave his land? 2. Who felt differently about the Murmels and what did she choose to do? 3. What did the young Snig learn from the Murmels? 4. Why do you think the Boss Snig enjoyed eating the waterwhopper? 5. What do you think the Murmels told the Snigs? 6. What do you think the Snigs told the Murmels? 7. Does the story have a happy *win-win* ending? | * *Dancing the Boom Cha-Cha Boogie* by Narelle Oliver * Art Paper * Post it notes/spare paper * Student workbooks |
| **Objective B**  **Understand and apply knowledge of language forms and features**   * Identify and explain characteristic text structure and language features used in imaginative, informative and persuasive texts to meet the purpose of the text * Identify the way in which language use in imaginative texts, including figurative language, character development, events and setting, creates interest for the reader or viewer * Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts | **Activity Three**  Symbolism   * Discuss symbolism and give examples. * Give students examples of some of the symbolism that the author has used throughout the book. Ask students to find their own examples. * Working in pairs or small groups students find as many examples of symbolism as possible and work with a partner or in a small group to create a ‘symbolism’ poster. * Display the posters on the classroom wall. | * *Dancing the Boom Cha-Cha Boogie* by Narelle Oliver * Art Paper * Post it notes/spare paper |
| **Objective B**  **Understand and apply knowledge of language forms and features**   * Identify and explain characteristic text structure and language features used in imaginative, informative and persuasive texts to meet the purpose of the text * Identify the way in which language use in imaginative texts, including figurative language, character development, events and setting, creates interest for the reader or viewer * Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts   **Engage personally with texts**   * Understand and appreciate the ways texts are shaped through exploring a range of language forms and features and ideas | Activity Four   * Ask students to work in pairs to recreate the book using their own made up animals and characters. * They can then publish their story on the computer, print it out & illustrate it themselves. | * *Dancing the Boom Cha-Cha Boogie* by Narelle Oliver * Art Paper * Post it notes/spare paper * Student workbooks |
| **Objective B**  **Understand and apply knowledge of language forms and features**   * Identify and explain characteristic text structure and language features used in imaginative, informative and persuasive texts to meet the purpose of the text * Identify the way in which language use in imaginative texts, including figurative language, character development, events and setting, creates interest for the reader or viewer * Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts   **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 (ACELT1613)   **Objective E**  **Develop and apply contextual knowledge**   * Reflect on own learning achievements against a specific criteria | Activity Five   * Students are to read their story to the class and answer questions about it. * Prompt students that they will need to answer the following questions:  1. What animals/characters did you create for your book? Why did you choose them? 2. Do any objects or characters in your illustration have a symbolic meaning? Give an example.  * Invite the class to ask questions about each text after each group has read aloud. * Create a criteria for the students to peer assess each other with for their presentations. * Discuss what the students learned and how their perception is now changed. | * *Dancing the Boom Cha-Cha Boogie* by Narelle Oliver * Art Paper * Post it notes/spare paper * Student workbooks |
| *Assessment/Collecting Evidence*   * Published book * Answering questions on the book * Peer assessment * Symbolism posters * Observation * Anecdotal records | | |

Possible Links to Other KLA’s

History

Look at countries that may be suffering with civil wars and other conflicts.

Geography

Look at where in the world different countries are located.



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| Texts Overview |
| *The Lost Thing by Shaun Tan is a humorous story about a boy who discovers a bizarre looking creature. He tries to find out where the creature belongs but is met with indifference by everyone else, who barely notices its presence. The story helps unfold ideas behind differences and similarities and differences, what it means to belong and how we should appreciate uniqueness as we are all different in our own way. The Lost Thing prompts questions and curiosity with its simple text and powerful illustrations. Shaun Tan has worked hard to develop a character which students show empathy towards, promoting questions towards its treatment and very existence.* |
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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing |
| * Cross cultural studies | * Critical and creative thinking * Developing empathy * Uniqueness * Cultural diversity/awareness * Miscommunications | A student:  Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and techniques (EN3-6B) | A student:  Draws on appropriate strategies to spell familiar and unfamiliar words when composing texts (EN3 – 4A) |

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|  | Teaching/Learning Activities | Resources |
| **Objective A**  •Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.  •Use appropriate metalanguage to identify and describe relationships between and among texts.  ***Understand and apply knowledge of language forms and features***  •Recognise the effect of multimedia elements e.g. film techniques, animation, voice overs, sound effects, framing and close ups.  •Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches. | ***Activity One***   * *Watch the animated film ‘The Lost Thing’ by Shaun Tan.* * *Discuss how the lost thing might have felt.* * *What sort of words could describe the way the author has made The Lost Thing?* * *Class brainstorm of language associated with The Lost Thing e.g. lost, sad, not fitting in, invisible etc. (Resource sheet 1)* * *Use words to make a word wall which can be continually added to throughout the unit.* * *Elicit from students the theme of ‘belonging’ by finding a common meaning between their words.* * *Create a class definition of what it means to belong. This can be added to word wall.* * *Compare the negative feelings of belonging the lost thing was having to that of students’ own lives.* * *What makes you feel like you belong at home, school etc.? Create a compare and contrast chart to show the differences between the Lost thing‘s experience of belonging and your own. (Resource sheet 2)* * *Reflect on student responses and add their feelings of belonging to the word wall. What are the main differences between your experiences of belonging and that of the lost thing?* * *Consider the other characters in the text what were their responses to the lost thing? Different or the same as the boy’s parents?* * *Discuss words or phrases which are positive and which might be negative. Underline the positive words in red and the negative in green. Have you ever felt some the more negative experiences? Why/why not?* | *The Lost Thing – Shaun Tan*  [*www.youtube.com/watch?v=4EMzzJhH1Ec*](http://www.youtube.com/watch?v=4EMzzJhH1Ec) |
| **Objective D**  •Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.  **•** Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses.  •Understand how to move beyond making bare assertions and take account of differing perspectives and points of view**.** |
| **Objective A**  **• Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes.** | **Activity Two**   * *Discuss the different character reactions to the lost thing. Focus on the boys’ parents* * *What were the parent’s reactions?* * *Were they kind to the lost thing* * *What would your parents do if you bought home a lost thing like the one in the story?* * *In groups of 4 or 5, create a short play script where you bring home a lost thing to your family. Think about how you will introduce it, where you found it and the different types of reactions your family might have.* * *Perform it in front of the class.* * *Ask students to think about changing their scripts slightly so that the reactions are more sensitive to the thing’s needs.* * *Invite some groups to perform this new scenario* * *Compare the two scenarios. Which one would make you feel more like you fit in, like you belong?* | *The Lost Thing – Shaun Tan* |
| **Objective B**  **• Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.** |
| **Objective C**   * **Interpret a range of texts , egthrough role play or drama, for pleasure and enjoyment, and express an analytical conclusion about these texts.**   **• Interpret a range of texts, e.g. through role play or drama, for pleasure and enjoyment, and express an analytical conclusion about these texts.**  **Objective D**  ***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 A**  **• Interpret picture books, comic strips and sequences of digital images which do not contain written text.** | ***Activity Three***   * *Focus students on the last page pull out where the boy finds a place where he thinks the creature might like. Discuss the differences between these pages and the rest of the book.*   + *What do the creatures look like? Are they similar or different to the Thing?*   + *What can you tell me about the colours and atmosphere of these pages?*   + *How does it make you feel?*   + *Do you think the Lost Thing might belong here? Why/why not?*   + *All the creatures appear different but yet the same. What do you think this means?*   + *Do you think everyone has to be the same if they belong?*   + *Discuss in pairs or small groups what you think Tan is making us believe about things that don’t belong?* * *In pairs, students discuss and write down the main point they think Shaun Tan is making about belonging in his book.* * *Reflect and share with the class. Add any new words or phrases to the word wall.* * What do you think will happen to the lost thing? Will he stay? Why /why not? Do we even know if they boy will leave him there? * Students draw the next page to the book, showing what they predict will happen to the lost thing. They write a couple of sentences explain their illustration. You may give * students the starting sentence…..I never saw the Lost Thing again until…… |  |
| **Objective B**  **• Analyse strategies authors use to influence readers.**  **• Recognise the techniques used by writers to position a reader and influence their point of view.**  **Objective C**  **• Think imaginatively when engaging with texts, using prediction for example, to imagine what happens to characters after text.**  **Objective E**  **Respond to and compose texts**  • Critically reflect on the effectiveness of their own and others’ writing, seeking and responding to feedback.   * Identify selections of own writing that they believe reflect their growth and competence as writers. |

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| **Assessment / Collecting Evidence** | |
| Observation  Anecdotal Records  Checklist / Matrix  Rubric (CTJ)  Self-Assessment  Peer Assessment  Student Teacher Conference  Journals  Assessment task | - Lost Thing creation (The Lost Thing)  - Character Profile (Erik)  - Penpal letters (Erik)  - Reflection Journals |



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| Text Overview |
| This poignant and moving story gives a good insight into what it is like to be displaced from your own country because of terrorist activities against you. Soraya is a twelve year old Afghan girl. She and what is left of her family have fled to Australia seeking a safe place from the oppressive rule of the Taliban who have been responsible for terrorising her sister, enlisting one twin brother to fight for them, and the other brother, in trying to resist the taking of his twin, dying. Soraya’s father has been imprisoned because he was educated in England and is thus considered a spy. Through Soraya’s writing, the reader is able to see the family has a long tradition of education and there are glimpses of what her family life was like before things changed so drastically under the Taliban.After a hurried escape from Kabul, Soraya’s family flees to cousins in Pakistan. They soon realise they cannot stay with them there, and the alternative is the refugee camp where conditions are appalling. Soraya’s mother, who has been badly affected by what has happened to her family, makes a decision to pay and go on a boat from Indonesia to Australia, believing there will be a better and safe life there. On arrival they are put in the Woomera detention centre and now are on temporary protection visas that expire after three years. Soraya tries to adjust and adapt to her new country and longs to stay here in safety. Through her stories we learn about the bravery and the reality of Soraya’s life, the fear and terror she and her family have left and the shocking uncertainty that they now face, still not knowing what the future holds.  Students will be experiencing learning activities that will encourage them to **make connections** with the character and themselves, emerge them in **visual literacy** activities and give them a greater understanding of the importance of grammar and the **language choices** the author has made while creating this story. |
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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing |
| * Aboriginal and Torres Strait Islander histories and cultures * Asia and Australia’s engagement with Asia | * Critical and creative thinking * Ethical understanding * Intercultural understanding * Literacy\* | A student:  › uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to  and compose clear and cohesive texts in different media and technologies EN3-6B  › understand the use of vocabulary to express greater precision of meaning, and know thatwords can have different meanings in different contexts | A student:  draws on appropriate strategies to accurately spell familiar and unfamiliar words when  composing texts EN3-4A  **Understand and apply knowledge of language forms and features**  understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500) |

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|  | Teaching/Learning Activities | Resources |
| **Objective A**  **Develop and apply contextual knowledge**   * understand that different social and geographical dialects or accents are used in Australia inaddition to Standard Australian English   **Understand and apply knowledge of language forms and features**   * understand that the pronunciation, spelling and meanings of words have histories andchange over time (ACELA1500)   **Objective D**  **Develop and apply contextual knowledge**   * make connections between students' own experiences and those of characters and eventsrepresented in texts drawn from different historical, social and cultural contexts (ACELT1613)   **Objective A**  **Understand and apply knowledge**   * use metalanguage to describe the effects of ideas, text structures and language features onparticular audiences   **Respond to and compose texts**   * experiment with text structures and language features and their effects in creating literarytexts, for example, using imagery, sentence variation, metaphor and word choice   **Understand and apply knowledge of language forms and features**   * understand, interpret and experiment with sound devices and imagery, includingsimile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes * investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas(ACELA1522) | **Activities to be completed throughout the reading of the novel.**   * Read as a class the pages 34-37. Discuss word knowledge and the characters different understandings of the word ‘harem’. Page 14, the word HI, where does it come from? * **Dictionary journal.** This is where the students record new words they come across during the reading of the book and use dictionaries, reading on in the story and Google to find the meanings of these new words. * Discuss the Afghani words used in the story and the words we use in English that have the same meaning. Pg 36 * Homophones are words that have the same meaning but sound and are spelt differently. Homophones are used widely in this text and students can record these into their **Journals** as well. * **Journal Writing.** In the student’s private journals get the students to write about a time they did not fit in or felt different. Get them to write how this made them feel but more importantly how this situation was resolved or how special friends or family can make you feel good again.   **Activity One**   * Read chapter 1, First day, the first paragraph. Discuss how the author used the simile ‘as if I am a dumb scarecrow in a farmers field’. Why did the author describe Soraya’s feelings in this way? Does this help the reader to visualise the situation? Another example on page 44, in the description of the possum man and page 32, description of her brothers, strong and fiery like the sun. * Continue reading chapter 1 until you get to page 11, the second paragraph where Soraya describe her first meeting with her teacher. She uses the resemblance of the classroom being so big and vast like mountains which she has not seen for a long time. And suggests that the teacher is snow which she has never seen as girls being educated with the Taliban in Afghanistan was prohibited. Why did the author use a metaphor to describe this scene? * Page 14, second paragraph. The introduction of a new friend called Ebony. Read the description of Ebony and discuss the sentence structure and why the semi-colon has been used. * **Wanted Poster.** After reading the description of Ebony and Kamilah (her baby sister), page 22, get the students to choose a best friend the using complex sentences describe their friend. Design a wanted poster with other details, age, eye colour, nationality, height, weight, build hair colour, etc. | Soraya the storyteller novel  Writing exercise book  Soraya the storyteller novel  Art paper |
| **Objective A**  **Respond to and view text**   * recognise how aspects of personal perspective influence responses to text   **Objective D**  **Respond to and compose text**   * discuss and explore moral, ethical and social dilemmas encountered in texts | **Activity Two**   * **Time to debate.** Discuss the situation on page 10, second paragraph, where Soraya gets pushed by a boy and chapter 11, Ebony’s Father. Divide the class in half, into two teams. Assign each team a position regarding the issue of racism. Give each team 10 minutes to gather facts and formula opinions to support their position. Allow each member to take turns debating the conflict. This can help students better understand the characters. | Palm cards |
| **Objective B**  **Understand and apply knowledge of language forms and features**   * identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615) * 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 (ACELY1698)   **Understand and apply knowledge of vocabulary**   * understand the use of vocabulary to express greater precision of meaning, and know thatwords can have different meanings in different contexts (ACELA1512) * Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion   (ACELT1795) | **Activity Three**   * **Interview a character.** During this story Soraya tells Lateefah and Ebony all about her family, she retells Kaseem to story about her sister and brothers. Students need to write down some How, What, Where, When and Why questions to get a deeper understanding of a character in this book.   **E.**g Why do you feel the way you do?  What do you want to get out of life?  Who is most important to you?  Where so you see yourself in 10 years?  When were the biggest changes in your life?  **Activity Four**   * **A comic Book.** Talk about the language, Australian expressions and why the author chooses to use these in the book. Look at some examples from the text (pg 15, 16, 115). Students designa comic strip to represent a conversation between Soraya and another student at the school. Remember to use a mixture of Australian slang and new English that a refugee might use in a conversation. | Writing exercise book  A4 paper |
| **Objective C**  **Engaging personally with texts**   * interpret events, situations and characters in texts * think critically about aspects of texts such as ideas and events | **Activity Five**   * **Novel comparisons.** Compare the novel with the other picture books read on this theme (Belonging, The lost thing, Soraya the storyteller, the Boom Char-Cha Boogy). Talk about being an outsider or being different. * **Think, pair, share.** Students need to recall how the main characters felt and acted when they were different. Talk to a partner about these characters and what made them feel different. |  |
| **Objective C**  **Respond to and compose texts**   * analyse and evaluate similarities and differences in texts on similar topics, themes or plots(ACELT1614) | **Activity Six**   * **Write a Book Review.** Have a look at some online book reviews   [**http:**//www.worldreading.org](http://www.worldreading.org)  <http://www.spaghettibookclub.org>  <http://www.buildingrainbows.com>  Students write a book review by first explaining why they liked the book, telling a little bit about it (not to give it away) and why people should read it. Use emotive language.  Finally send your book review to a magazine. You may choose to send your book review to either:   * Creative Kids * Skipping Stones * Stone Soup * Potluck Children’s Literacy Magazine * The Writer’s Slate | Writing exercise book |
| **Objective D**  **Understand and apply knowledge of language forms and features**   * recognise how the use of language and visual features can depict cultural assumptions intexts | **Activity Seven**   * Design a Bookmark. Bookmarks can be used to promote the sales of books. Design a bookmark for your favourite book in the unit and include the following information: * Title of the book * Author * Publisher * Price * A brief description of the book * A picture of the book’s cover * A quote by you explaining why people should read this book   Have a class discussion on how Soraya found Australia and how she found joining an Australian school.  Students need to make sure that they use a quote from the book to show how the character found Australia different from their own cultural experiences. | Strip of cardboard |
| **Objective E**  **Understand and apply knowledge of language forms and features**   * discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts   **Respond to and view text**   * develop criteria for assessing their own and others' presentations * formulate questions for specific purposes, eg to clarify and reflect | **Activity Eight**   * **Design a Website** Use a free template to design your website. There are many on the net that you can use. Here are some item to include on your website: * the book title and the author’s name * a picture of the book or a graphic element to represent the book * one paragraph summarising the book and another explaining why you liked this book * a picture of the author and a picture of yourself   This activity will act as an assessment on this unit and can be done in groups of 3-4.   * Students will be assessing each other’s websites and as a class you will need to formulate criteria for marking. This can be done before or after the websites have been created. Before gives the students guidance on the expectations for the activity. * Students can also formulate some questions that will be asked during each group’s presentation of their website. | Computer lab  Post it notes  A4 paper |

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| Assessment / Collecting Evidence | |
| Observation  Anecdotal Records  Checklist / Matrix  Rubric (CTJ)  Self-Assessment  Peer Assessment  Student Teacher Conference  Journals  Assessment task | * Published ‘Website” * Published Book mark * Journal Writing * Book review * Comic Strip * Interview with a character * Wanted Poster |

Possible Links to Other KLA’s

History

Look at other countries that may be suffering with civil wars and other conflicts.

Science & Technology

Looking at the natural resources from specific countries, refiningprocess of oil, etc.



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| Text Overview |
| *This is a compilation of real life stories, information and interactive tools on the refugee issue.* |
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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing |
| * Aboriginal and Torres Strait Islander histories and cultures * Asia and Australia’s engagement with Asia | * Critical and creative thinking * Ethical understanding * Intercultural understanding * Literacy\* | A student:  › uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to  and compose clear and cohesive texts in different media and technologies EN3-6B  › understand the use of vocabulary to express greater precision of meaning, and know thatwords can have different meanings in different contexts | A student:  draws on appropriate strategies to accurately spell familiar and unfamiliar words when  composing texts EN3-4A  **Understand and apply knowledge of language forms and features**  understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500) |

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|  | Teaching/Learning Activities | Resources |
| **Objective C**  **Engage personally with texts**   * Interpret events, situations and characters in texts * Think critically about aspects of texts such as ideas and events | Online reenactment   * Create a mock refugee situation where you need to seek asylum to gain a better understanding into why people leave their countries and seek asylum in Australia.   <http://www.sbs.com.au/asylumexitaustralia/> | * <http://www.sbs.com.au/asylumexitaustralia/> |
| **Objective A**  **Responds to and composes texts**   * Participates in and contributes to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions   (ACELY1709)   * Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1798)   **Engage personally with texts**   * Understand and appreciate the ways texts are shaped through exploring a range of language forms and features and ideas   **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 (ACELY1708)   **Responds to, read and view text**   * Recognise how aspects of personal perspective influence responses to texts   **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 (ACELT1613) * Understand how to move beyond bare assertions and take account of differing perspectives and points of view (ACELA1502)   **Respond to and compose texts**   * Discuss and explore moral, ethical and social dilemmas encountered in texts | Videos   * Generate class discussions on the issue by watching these BTN episodes of real life stories on refugees.  1. Refugee Kids - a fun program helping African boys find their feet in Australia. <http://www.abc.net.au/btn/story/s3230871.htm> 2. Sudanese Refugees - their stories.   <http://www.abc.net.au/btn/story/s1666304.htm>   1. Asylum Seekers - who are they?   <http://www.abc.net.au/btn/story/s2551598.htm>   1. New Migrants - follow a family of refugees to Australia. <http://www.abc.net.au/btn/story/s3343578.htm> 2. Asylum Seekers - a new plan for asylum seekers coming to Australia <http://www.abc.net.au/btn/story/s3571587.htm> 3. It stops with me - racism in Australia.   <http://www.abc.net.au/btn/story/s3825539.htm> | * <http://www.abc.net.au/btn/story/s3230871.htm> * <http://www.abc.net.au/btn/story/s1666304.htm> * <http://www.abc.net.au/btn/story/s2551598.htm> * <http://www.abc.net.au/btn/story/s3343578.htm> * <http://www.abc.net.au/btn/story/s3571587.htm> * <http://www.abc.net.au/btn/story/s3825539.htm> * <http://www.sbs.com.au/goback/about/places> |
| **Objective B**  **Develop and apply contextual knowledge**   * Discuss how the intended audience, structure and context of an extended range of texts influence responses to texts   **Respond to and compose texts**   * Consider and develop sustained arguments and discussions supported by evidence   **Objective E**  **Respond to and compose texts**   * Formulate questions for specific purposes, eg to clarify and reflect | Where in the world?   * Have a look at where in the world refugees come from and go to. Read a brief description on each place and discuss why people seek asylum to and from there:   <http://www.sbs.com.au/goback/about/places>   * 1. Mogadishu   2. Kabul   3. Christmas Island   4. Iraq   5. The democratic Republic of Congo   6. Kakamu Refugee Camp   7. Jordan   8. Malaysia   9. Australia | * <http://www.sbs.com.au/goback/about/places> |
| *Assessment/Collecting Evidence*   * Class Discussions * Observation * Anecdotal record | | |

Possible Links to Other KLA’s

Geography

Look at where in the world different countries are located.

History

Look at countries that may be suffering with civil wars and other conflicts.