Stage 3

**Key Concepts:** Emotive language, culture, point of view, voice , characterisation

**Theme:** Rights, Persecution, Tolerance

**Time Frame: 9 weeks**

**Focus for this unit – By the end of this unit student will demonstrate an understanding of :**

* the way emotive language can be used to sway a readers point of view
* the social practices and ways of thinking of a particular people or group, including shared beliefs, values, knowledge, customs, lifestyles and artefacts.
* the way a composer, responder or character brings a particular perspective to the text
* The way the “personality” of a writer or narrator is revealed through the style of writing

**Two Hands by Diana Kid**

**The Playground by Ken Searle & Nadia Wheatley**

**Little Brother by Allan Baille**

**Holes by Louis Sachar**

**Text Set**

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**Films**

Rabbit Proof Fence

Bran Nue Dae

Kangaroos Faces In The Mob

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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   * *Engage personally with texts*   -   * *Develop & apply contextual knowledge*   -   * *Understand & apply knowledge of language forms and features*   -   * *Respond to & compose texts*   -  ***Reading & Viewing***  EN3-3A Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.   * *Develop & apply contextual knowledge*   -   * *Understand & apply knowledge of language forms and features*   -   * *Respond to, read & view texts*   -  ***Spelling***  EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts.   * *Develop & apply contextual knowledge*   -   * *Understand & apply knowledge of language forms and features*   -   * *Respond to & compose texts*   - | ***Responding and Composing***  EN3-5B Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts   * *Develop & apply contextual knowledge*   -   * *Understand & apply knowledge of language forms and features*   -   * *Respond to & compose texts*   -  ***Grammar, Punctuation & Vocab***  EN3-6B Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies.   * *Develop & 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*   - |

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|  | Teaching/Learning Activities | Resources |
| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing.** | ***Speaking and Listening***  **Activity**  In groups students choose a chapter from the book. After reading text the group prepare a presentation for the class on what they have learnt from this chapter. They should include cultural similarities and differences, language, any connections they can make to other texts, incidents of discrimination. Each student should have a speaking part in the presentation. The presentation may include power points, videos, diagrams etc. Each group should also prepare a written overview of the chapter to share with other students. Students should be given time in class to prepare presentation and summary.  ***Writing & Representing***  **Activity** (may take several sessions)  Writing: (summarising) Students individually prepare written summary of the chapter they have chosen for their group. VIP’s strategy may be used for this activity. (see appendix)  **Activity**  Students join their groups and discuss their summaries and develop a group version.  **Activity**  From group summary students develop written overview of the chapter, this may include diagrams and illustrations.  ***Reading & Viewing***  **Before Reading Text**  **Activity 1**  Discussion: (Making Predictions) Discuss front cover of book What are the different environments represented on the cover of the Book? Where would you expect to find these environments? What sought of people would you expect to find in this book? Ask students to predict what book may be about? What do the words ‘Listening to stories from country and heart’ do to add to or change student’s predictions made from viewing cover. Read blurb about book compare with what students predicted from discussing and observing cover. Walk and Talk strategy may be used for this activity. (see appendix)  **Activity 2**  Discussion: (Making Connections) After discussing cover and reading blurbs, discuss other books, movies or other media set in the same environment or about Aboriginal people  Students have read or viewed. Sticky Notes activity can be used (see appendix).  **Activity 3**  Discussion: Discuss with students the role of the compiler of the text. How is this different to the author of a text? What is the role of the illustrator and designer of the text? What is the role of the indigenous consultant? Why is the role important?  **Activity 4**  **Modelled Reading**  Teacher Explains to students what very important points are. Teacher reads the introduction to students (they follow along in their copies of text). Teacher then models how to find VIP’s (Very Important Points) and use these to write a review/ response of passage. (could take several lessons)  **Shared Reading**  Students read chosen chapter with teacher discussing content, unfamiliar or subject specific words/language. Teacher helps students to find VIP’s in first part of chapter. (Teacher continues to work with students who are not ready to move to independent activity).  **Independent**  Students in pairs complete written summary of the chapter they have chosen for their group. VIP’s strategy is used for this activity. (see appendix)  ***Spelling***  Introduce unfamiliar and culturally specific words to spelling lists and activities. |  |
| **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.** | ***Responding and Composing***  Students will: Use VIP’s to prepare a review of the chapter they have read. In this review/response they will include:   * A summary of the story/content * The authors purpose in writing the text, the effectiveness of telling story/getting across message or information * Discuss cultural similarities and differences between themselves and characters in the text. * Discuss any examples of racism or prejudice they may have been raised in the text. * Make comparisons between their experiences and those of characters in text (making connections)   ***Grammar, Punctuation & Vocab***  Students will:   * Develop word bank of new words and definitions they encounter in text * Become familiar with structure and grammatical features of review/response through teacher modelling, shared and independent writing and oral presentations. * Continue to develop skills in self and peer editing through process. |  |
| **Objective C**  **Think in ways that are imaginative, creative, interpretive and critical.** | ***Thinking Imaginatively & Creatively***  Students will:   * As part of written presentation students will discuss the author’s purpose in writing the text and the effectiveness of telling story/getting across message or information * Discuss effectiveness of text in terms of education/entertainment purposes |  |
| **Objective D**  **Express themselves and their relationships with others and their world.** | ***Expressing Themselves***  Students will: present The review/response to the class in the form of an oral presentation, but a written component must also be prepared. The presentation may include power points, short videos, role plays etc and should be between 3-5 minutes long. |  |
| **Objective E**  **Learn and reflect on their learning through their study of English.** | ***Reflecting on Learning***  Students will be asked to reflect on their learning in these areas:   * What they have learnt about aboriginal culture * The similarities and differences in culture * The skills they have developed through this process * Reflect and evaluate their own end product (written and oral presentations) commenting on strengths and areas for improvement) |  |

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| Assessment / Collecting Evidence | |
| Observation  Anecdotal Records  Checklist / Matrix  Rubric (CTJ)  Self-Assessment  Peer Assessment  Student Teacher Conference  Journals  Assessment task | Speaking and Listening: Observation, checklist/rubric of speaking skills and peer assessment, self assessment and reflection    Writing: Written Work sample (review/response) and self assessment  Self assessment and reflection  Reading: Anecdotal Records, Observation |

Possible Links to Other KLA’s

Mathematics

History

Science & Technology

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|  | Teaching/Learning Activities | | Resources | |
| **Objective A**  **Communicate through speaking, listening, reading, writing, viewing and representing**  **EN3-1A,EN3-2A,EN3-2A, EN3-5B** | ***Speaking and Listening***  ***\*****Vithy experiences fear throughout the novel-the fear of being alone, fear of the Khmer Rouge, fear of dying, fear for Meng’s safety.-discuss your fear, how does it make you feel, how do you deal with it.*  *\*After the Khmer Rouge have left Vithy in the jungle, he finds a youing woman who has been wounded. Why did he decide to help her?-what would you have done in his place given the circumstances?-did his decision make him a different person than others in the story-discuss.(Page 87)*  *\*Discuss Vithy’s survival.-compare it against the King’s survival in the city-how were they different in the types of experiences they went through?-(from Page 23)*  *\*using a variety of resources research Cambodia. Find out about its location, climate people, industries culture and geography. Present in in an easy to read format and present orally to a group.*  ***Writing & Representing***  *\*discuss meanings for refugee, genocide, boat people, Khmer Rouge, Buddhism, pagoda.*  *\*when did the Khmer Rouge rule Cambodia-what did they do?-research internet and Youtube.*  ***Reading & Viewing***  *\*what do the following words mean as you find them in the story-“explode in Vithy’s head”, “clapped”, “savage chop-chopping of several guns”, “jerked”, “clawing in the air”, slithered”, “coughed” (Page 84-85)*  *\*from the description in the text-Chapter the Bicycle”-draw and label the bicycle Vithy found.* | |  | |
| **Objective B**  **Use language to shape and make meaning according to purpose, audience and context.**  **EN3-5B, EN3-6B,EN3-1A, EN3-2A, EN3-3A, EN3-4A** | ***Responding and Composing***  *\*analyse Chapter 8-The Dream City-why was Angkor Wat now “as haunted and as dead”-how did it appear to Vithy? Describe Angkor Wat as Vithy’s father would have seen it before the Khmer Rouge. Use the chapter to assist you.*  *\*read the passage “Escape to Thailand”-notice the sentences are quite short-what effect is the author trying to create-write five lines of tense action using the same technique using the passage as your example.*  *\*read the chapter-“The Cart”-how does the Old Man compare to others he has met?-what emotions does Vithy experience in his interaction with the old man-in what ways does the old man demonstrate his strong will to survive.*  *\*in Chapter 16 Vithy fights with a Khmer Rouge soldier in the hospital. Imagine you are a patient in a neighbouring bed. Describe what you saw in your own viewpoint and how you felt*  *.*  ***Grammar, Punctuation  & Vocabulary***  *\*using content from novel create activities around the following grammar/vocabulary-*  *\*synonyms,apostrophe of possession, matching adjectives to nouns, alliteration,plurals, direct speech types, subject and predicate, categorising groups of adjectives, dictionary meanings, antonyms.* | |  | |
| **Objective  C**  **Think in ways that are imaginative, creative, interpretive and critical.**  **EN3-7C,EN3-1A, EN3-2A** | ***Thinking Imaginatively & Creatively***  *\*complete the story of Mang (narrative)-read pages 139-153-what happened to Mang after he and Vithy parted four months before-discussion/brainstorm in groups for ideas on how he escaped and what he experienced before he made it to Australia.*  *\*writing in dialogue complete the conversation Vithy and Mang had after being re-unuted-use Page 152-153 as a starting point. In pairs have class members act out what they would want to say to a long missing sibling after being re-united.*  *\*design a poster using pictures and words to describe the experiences that refugees from other countries go through before they arrive at their point of refuge eg. Australia* | |  | |
| **Objective D**  **Express themselves and their relationships with others and their world.**  **EN3-8D, EN3-1A** | ***Expressing Themselves***  *\*Phnom Penh was a city deserted because of war. Describe your town affected by a natural disaster. Class brainstorm-vocabulary of disaster-map and illustrate.*  *\*class discussion-for and against supporting refugee intake-why is it an important issue in the world today-how is it affecting our view of the world from Australia.* | |  | |
| **Objective E**  **Learn and reflect on their learning through their study of English.**  **EN3-9E** | ***Reflecting on Learning***  *\*read “About the Author” at the end of the book-what influenced him to write “Little Brother”-what experiences may have assisted him in the writing of the plot-do all authors write according to their experiences-discuss and respond.* | |  | |
| Assessment / Collecting Evidence | | | |
| Observation  Anecdotal Records  Checklist / Matrix  Rubric (CTJ)  Self-Assessment  Peer Assessment  Student Teacher Conference  Journals  Assessment task | |  | |

Possible Links to Other KLA’s

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| **Objectives** | **Teaching/Learning Activities** | **Resources** |
| **EN3-3A**  Uses an integrated range of skills, strategies an knowledge to read, view and comprehend a wide range of texts in different media and technologies. | **Focus** *Two Hands Together*  Make predictions about characters and events based on the title, front cover and blurb of the text.   * What personal responses are evoked? * How does the cover position the reader? * What might the reader expect the book to be about?   Discuss connotations, associations and common sayings related to the title.  Link to general theme: *Cultural Diversity.*  Commence Prediction flowchart and share responses at whole class/group level explaining why they have reacted in a particular way. | Prediction flowchart Cameron  PM6 |
| **EN3-3A**  **EN3-5B**  **EN3-6B**  **EN3-7C** | Read *Two Hands Together* and use post-its to indicate appropriate stopping points for students to make revised/ new predictions using flowchart.  Share the students’ responses in small groups/whole class.  Discuss the purpose, intended audience, language and narrative structure of the text.  Compare and contrast text with similar texts read or viewed. |  |
| **EN3-3A**  **EN3-5B** | Teacher models a character inference chart.  Refer to pages 1-16 (top of page).  Students in groups select a character introduced to date and complete chart.  Share the information collected and the inferences made with members of group. | Character inference chart Cameron PM21 |
| **EN3-3A**  **EN3-5B** | Read pages 16-19 (top of page) in which Lily, the main character, begins to tell the reader about her Dad and his attitude to the Riley family who have just moved in next door.   * Discuss and evaluate the impact of first-person narration n the reader. * Each member of the group writes a sentence about Lily’s Dad and his feelings towards the Rileys. * Students share responses with other members of their group and discuss what this reveals about this character. |  |
| **EN3-2A**  **EN3-1A** | In groups students assume the role of local newspaper journalists assigned to interview the Riley family as new people in the neighbourhood.   * Compile 2 interesting questions for each member of the family along with answers they might give. * Combine with another group to present a hot seat character interview. | QAR bookmark Cameron SM22 |

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| **EN3-1A**  **EN3-2A** | Discuss the concept of friendship symbolised by the two hands.   * In pairs compare and contrast the two girls using a graphic organiser. Identify the traits which have led to their friendship. * Students write a paragraph describing a close friendship in their own life, explaining why it is so important to them and what they have learnt from it, comparing it to the friendship of Lily and Ella. |  |
| **EN3-1A**  **EN3-2A** | Review narrative structure focussing on the conflict and resolution.   * Discuss what conflict arises between the Dad and the Riley children to bring the story to a head. * In groups students select one character mentioned in pages 98-101 and infer how they would have felt providing supporting evidence from the text. Add group responses to I think.....T chart and share with class. * Discuss and evaluate the resolution to the conflict. | I think....T chart  Cameron PM20 |
| **EN3-1A**  **EN3-6B**  **EN3-2A** | Read the statement by Aunt Maisie: ‘Skin is like the paper that a birthday present’s wrapped in. There’s all different kinds of wrapping paper it don’t matter what colour the paper is. It’s the gift inside that’s important. Same as us humans. We gotta look inside each other to find the gift.’   * In groups discuss what message Diana Kidd was trying to get across to her readers. * Compose a personal response evaluating this statement in terms of the general theme and drawing on characters and events depicted in the text to support your opinions. * Students edit their texts and publish using computer software. |  |