

**Regentville Public School**

13

**Stage 2 Unit of Work**

**Unity**

**Oaten, Kim**

**Focus for this unit - learning intention**

Students will explore how various literacy devices and techniques depict the theme of unity. The theme of unity will be viewed in a variety of different text types including a picture book, poster and song lyrics.

Theme: Unity

Key Concepts: Visual representations, Emotive language**,** Point of view, Perspective, Language

**Stage 2**

**Time Frame** 8 Weeks

**Objective B**

**Speaking and Listening 2**

Make connections between Standard Australian English and different methods of communication, including home language, sign language and body language

Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)

Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELY1475)

Discuss how writers and composers of texts engage the interests of the reader or viewer

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)

Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)

**Writing and Representing 2**

Identify and analyse the purpose and audience of imaginative, informative and persuasive texts

Understand how characters, actions and events in imaginative texts can engage the reader or viewer

Understand how a range of language features can shape readers’ and viewers’ understanding of subject matter

Describe how audience and purpose impact on language forms and features in imaginative, informative and persuasive texts

Use images in imaginative, informative and persuasive texts to enhance meaning

Understand how audience and purpose influence the choice of vocabulary

Discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter and how they serve a wide variety of purposes

**Reading and Viewing 2**

Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)

Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)

Interpret how imaginative, informative and persuasive text vary in purpose structure and topic

**Objective A**

**Speaking and Listening 1**

Retell or perform part of a story from a character’s point of view

**Writing and Representing 1**

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1682, ACELY1694)

Plan, compose and review imaginative and persuasive texts

Discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features

Identify elements of their writing that need improvement and review using feedback from teachers and peers

Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)

Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)

**Reading and Viewing 1**

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692)

Recognise how aspects of personal perspective influence responses to texts

Justify interpretations of a text, including responses to characters, information and ideas

Theme:

Unity

Literary Device:

**Perspective Language**



**Objective C**

**Thing Imaginatively, Creatively and Interpretively**

Respond to texts by identifying and discussing aspects of texts that relate to their own experience

Create literary texts that explore students’ own experiences and imagining (ACELT1607)

**Objective E**

**Reflecting on Learning**

Reflect on own reading and identify the qualities of texts that have contributed to the enjoyment of the text

**Objective D**

**Expressing Themselves**

Recognise how texts draw on a reader’s or viewer’s experience and knowledge to make meaning and enhance enjoyment

Recognise how aspects of personal perspective influence responses to texts

Make connections between students’ own experiences and those of characters and events represented in texts

Consider and discuss ideas drawn from their world and the worlds of their texts

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| Text Overview |
| *My Dog* is a text written by John Heffernan and Andrew McLean. It tells the story of a young boy who is living through the war in Bosnia and it’s surrounds in the 1990s. The boy, Alija, befriends a small dog who becomes his companion and fellow refugee. Perspective language links in well with this text as the entire story is told from the perspective of Alija. Through engaging in this text learners will understand the concept of ANZACs and war through a different, yet just as important, perspective – that of a child. As it is the perspective of a child, it may help to heighten engagement and understanding as learners can more easily put themselves in the boy’s position.  |
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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing |
| Sustainability | Literacy, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding |  |  |

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|  | Teaching/Learning Activities | Resources |
| **Objective A****Communicate through speaking, listening, reading, writing, viewing and representing****Reading and Viewing 1**Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts | **Activity 1 – Set the scene**Modelled: * Show students the front cover of ‘My Dog’. Ask them to predict what the story will be about. Make a whole class record of the predictions and the reasons why students are making those predictions.
* Skim and scan through the book, focussing only on the illustrations. Ask students to suggest where the story might be set. Why? Why not Australia? Add to the predictions record.
* Build background knowledge of Bosnia and surrounds using maps and other sources, such as texts, images etc.
* Read the text to the class.

Guided:* Have students compare the actual text to their predictions. Demonstrate a comparison using some of the predictions in the class record. ‘I predicted… because…. What actually happened was….’

Independent:* Students to compare their own predictions to the actual text and demonstrate this by constructing sentences as in the guided part of the activity.
 | ‘My Dog’ byJohn Heffernan and Andrew McLean |
| **Objective C****Think in ways that are imaginative, creative, interpretive and critical** **Thinking Imaginatively, Creatively and Interpretively**Respond to texts by identifying and discussing aspects of texts that relate to their own experienceCreate literary texts that explore students’ own experiences and imagining**Objective D****Express themselves and their relationships with others and their world****Expressing themselves**Make connections between students’ own experiences and those of characters and events represented in texts | **Activity 2 – Make connections**Modelled:* Re-read the text to the class, asking them to think about how any aspects of Alija’s story compares to their own life.

Guided:* Show students how to make comparisons between their own life and Alija’s through a Venn diagram.
* In small groups, have students complete their own Venn diagrams.

Independent:* Using the Venn diagram, students are to create 2 diary entries (one as Alija and one as themselves) describing the events of one day. Encourage them to include similarities and contrasts.

**(\*\*\* Note, this is the assessment task for the study around this text\*\*\*)** | ‘My Dog’ by John Heffernan and Andrew McLeanWriting books |

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| **Objective A****Communicate through speaking, listening, reading, writing, viewing and representing****Speaking and Listening 1**Retell or perform part of a story from a character’s point of view**Objective B****Use language to shape and make meaning according to purpose, audience and context.**Discuss how writers and composers of texts engage the interests of the reader or viewer**Objective E****Learn and reflect on their learning through their study of English****Reflecting on Learning**Reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text | **Activity 3 – Retell / composing / reflecting**Modelled:* Re-read the text to the class, and then engage the students in a discussion around who is telling the story – Who’s side of the story are we hearing? Have you ever had something happen where there has been more than version of events?
* Discuss the concept of perspective and point of view.
* Discuss the other characters in the text – would they have seen things differently from Alija?

Guided:* As a class, re-work a page/section of the text so that it is told from another character’s perspective.

Independent:* Individually, students choose a part of the text (or all of the text, depending on ability) and re-write it from the perspective of another character in the text.
* Select some students to read theirs to the class and engage students in a discussion around how the reviews compare and contrast according to perspective.
 | ‘My Dog’ by John Heffernan and Andrew McLean |



**Objective A**

**Speaking and listening 1**

* **Understands and adopts different roles in a debate e.g. through experience of formal debates and role playing.**
* **Use information to support and elaborate on a point of view**
* **Demonstrate understanding of ideas and issues in texts through dramatic representations, role play and simulations. (role play, hot seat)**

**Reading and viewing 1**

* **Skim a text for overall message and scan for particular information e.g. headings key words.**
* **Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (compare with defence posters)**
* **Interpret text by discussing between literal and inferred meanings**

**Objective B**

**Speaking and listening 2**

* **Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations.**

**Writing and representing 2**

* **Uses images in imaginative, informative and persuasive texts to enhance meaning.**
* **Understands how audience and purpose influence the choice of vocabulary**
* **Make constructive statements that agree/disagree with an issue**
* **Compare and review written and visual texts for different purposes and audience.**

**Reading and Viewing 2**

* **Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts.**

**Grammar, punctuation and vocabulary**

* **Experiment with vocabulary choices to engage the listener or reader**



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**Concept: UNITY**

**Literacy Devices**

Visual representations

Emotive language

Point of view

**Objective D**

**Expressing themselves**

* **Recognise how aspects of personal perspective influence responses to texts.**
* **Identify and compare the differences between texts from a range of cultures, languages and times**
* **Respond to short films documentaries and multimedia texts and express familiar and new aspects of the broader world.**

**Objective C**

**THINKING IMAGINATIVELY, CREATIVELY AND INTERPRETIVELY**

* **Create literary texts that explore students’ own experiences and imagining**
* **Use visual representations, including those digitally produced to represent ideas, experience and information for different purposes and audiences**

**Objective E**

* **Discuss the roles and responsibilities when working as a member of a group and understand the benefits of working collaboratively with peers to achieve a goal**

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| Text Overview |
| A variety of Propaganda War Posters demonstrate how the composer uses visual representations, emotive language and point of view to convey a message.  |
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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing |
| Asia and Australia’s engagement with Asia (and the world) | Critical and creative thinkingLiteracy  |  |  |

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| Objectives Teaching and Learning Resources  |
| **Objective A** | **Background Information** Ask: does this look like a poster about war? What would you expect to see in a war poster? **View the poster** Discuss what stands out for the students. Use prompting questions (e.g. Would this make you feel like joining the forces? – introduce *enlist* into vocabulary) to establish student’s feelings towards the poster. Discuss the purpose of the poster and its’ intended audience. Discuss relevant vocabulary (e.g. trenches, enlist, who we are helping?) Using think, pair, share: what is the poster about? Why do you think the poster shows someone in the ocean? **Hot Seat** Students imagine they are a young Australian man (discuss the implications of being a young Australian during a time of war). Introduce the concept of ‘hot seat’. Students are to imagine they are the character and respond to questions posed from the audience (class). Examples of questions include how do you feel? Will you enlist? How do you feel about Australia? Why do you want or not want to enlist? Have any of your friends enlisted? Does that change your decision? Do you feel guilty? Are you proud to go?  | http://www.ww1propaganda.com/sites/default/files/3g12183u-1410.jpg?1310607733 |
| **Objective B** | **Discussion of visual literacy** Discuss what stands out for the students. Use prompting questions to establish student’s feelings towards the poster. Discuss the purpose of the poster and its’ intended audience. Discuss relevant vocabulary (victory – why have they used such emotive language?) Using think, pair, share: what is the poster about?**Venn Diagram Comparison** Review last poster and compare visual aspects such as facial expressions, colours (black and white/colour) and framing. Discuss Australian features such as surf and flag. Discuss use of emotive language to position the audience (e.g. to feel guilt vs. empowerment) Introduce Venn Diagram. Discuss the purpose of a Venn diagram and how to complete it.Jointly compare two posters using Venn diagram. **Individual Task** Provide a new poster and allow students to complete another Venn diagram comparing this to the first poster (differentiation: provide two unseen posters to compare using Venn Diagram)   | Macintosh HD:Users:catherineprice:Desktop:Screen Shot 2013-10-08 at 7.48.34 PM.png**Venn diagram**  |
| Objective C | **Recap posters viewed previously. Discuss and recap visual features that impact upon the audience.** Explain that students will be creating their own persuasive poster. Discuss the relevant elements to include such as text (discuss placement and persuasive words) and visual features (pictures and placements of images). Use Microsoft Publisher to create their own persuasive poster designed to persuade people to join their sporting team. Students will need to create a draft on paper. Discuss each other’s posters and reflect on the persuasive techniques.  | **Posters** **Computers**  |
| **Objective D****Objective E** | **Digital Literacy** View defence force website and discuss the persuasive features such as placement and size of text and images and use of colour and other visual elements. **Comparing digital and visual literacy** Compare the features used in the digital text to those used in the posters. Discuss similarities and differences. Possible Venn Diagram activity. **Individual activity and assessment** Students develop a checklist for an effective persuasive advertisement. In groups, students create their own persuasive ad using iPAD app iMOVIE or animation app (or film using cameras). Students can create their persuasive texts using the same concept as their poster (Join our sports team). EXTENSION: students can compare their two texts and discuss how visual literacy and digital literacy compare and differ. **Assessment: digital advertisement and student’s reflection on techniques.**  | [**http://www.defencejobs.gov.au/army/reserve/#**](http://www.defencejobs.gov.au/army/reserve/)**iPADs/Camera** **Venn Diagram**  |
| **Objective E** | **Reflection** Students revisit checklist to self-assess their persuasive advertisement. Discuss how they used various devices to persuade the audience.  |  |







**Objective B**

***Use language to shape and make meaning according to purpose, audience and context***

**SPEAKING AND LISTENING 2:**

**EN2-6B** identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features

**Respond to and compose texts**

* discuss how writers and composers of texts engage the interest of the reader or viewer
* listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)

WRITING AND REPRESENTING 2:

EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts

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

• understand how audience and purpose influence the choice of vocabulary

READING AND VIEWING 2:

EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter

**GRAMMAR, PUNCTUATION AND VOCABULARY:**

EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts

**Develop and apply contextual knowledge**

* understand that choice of vocabulary impacts on the effectiveness of texts

Concept:

Unity

Literary Device:

Emotive Language

**Objective A**

***Communicate through speaking, listening, reading, writing, viewing and representing***

**Speaking and Listening 1**

**EN2-1A** communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

**Respond to and compose texts**

* use information to support and elaborate on a point of view
* demonstrate understanding of ideas and issues in texts through dramatic representation, role-play and simulations

**READING AND VIEWING 1:**

EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies

**Develop and apply contextual knowledge**

* draw on experiences, knowledge of the topic or context to work out the meaning of unknown words

**Respond to, read and view texts**

* interpret text by discussing the differences between literal and inferred meanings

Text

*I Was Only 19*

Lyrics of song by Redgum



**Objective C**

**THINKING IMAGINATIVELY, CREATIVELY AND INTERPRETIVELY:**

EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts EN2-10C

**Engage personally with texts**

• respond to texts by identifying and discussing aspects of texts that relate to

 their own experience

**Develop and apply contextual knowledge**

* discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension

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

* identify and discuss how vocabulary establishes setting and atmosphere

**Respond to and compose texts**

* justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because …

**Objective D**

**Express themselves and their relationships with others and their world.**

**EXPRESSING THEMSELVES**:

EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

**Engage personally with texts**

• recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment

• recognise how aspects of personal perspective influence responses to texts

**Develop and apply contextual knowledge**

* draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)

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

* understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)

**Respond to and compose texts**

* consider and discuss ideas drawn from their world and the worlds of their texts
* discuss literary experiences with others, sharing responses and expressing a point of view(ACELT1603)

**Objective E**

 **Learn and reflect on their learning through their study of English.**

 **REFLECTING ON LEARNING:**

 EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others’ learning EN2-12E.

 **CONTENT:**

**Develop and apply contextual knowledge**

• identify different ways of learning in English and consider own preferences

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| Text Overview | Literacy Continuum Markers |
| *I Was Only Nineteen* gives an account of the experiences of a soldier fighting for Australia in the Vietnam War. It begins with the mention of the military training undertaken in Australian bases, continues with a description of combat in Vietnam and ends with the return home of the soldier, who appears to be suffering the effects of shellshock and possible exposure to the toxic defoliant Agent Orange. Throughout the text, the thread of mateship runs. | Cluster 9 | Cluster 10 |
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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing |
| **Asia and Australia’s engagement with Asia** | **Critical and creative thinking****Personal and social capability** | Proper nouns – people’s names, places, Verb tense – past and presentMilitary vocabulary | Syllabication. |
| **Cross Curriculum Activities** | Assessment: |
| **CAPA:**Music: learn and perform the songDrama: Reenactment of military Art: Appreciation of artwork  **Last Flight Out, 1998** by artist Robert Hettiger**HSIE:** Australians at WarAustralia map – location of training bases**Maths:**Timeline of Australians at WarStatics of Vietnam War**PDPHE:**Self and Relationships | Timeline from song – past and presentObjective B:Activity:Cut up text to show sections demonstrating unity and section demonstrating disarray. In each section, identify verbs. Mark each as past or present.Discuss how the use of verb tense impacts on the audience and the feeling created by the author’s choice.Place each section on a timeline to represent past and present. |

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|  | Teaching/Learning Activities | Resources |
| **Objective A****Speaking and Listening 1****Respond to and compose texts*** use information to support and elaborate on a point of view
* demonstrate understanding of ideas and issues in texts through dramatic representation, role-play and simulations

**READING AND VIEWING 1:** **Develop and apply contextual knowledge*** draw on experiences, knowledge of the topic or context to work out the meaning of unknown words

**Respond to, read and view texts*** interpret text by discussing the differences between literal and inferred meanings

**Objective B****SPEAKING AND LISTENING 2 Respond to and compose texts*** discuss how writers and composers of texts engage the interest of the reader or viewer
* listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)

WRITING AND REPRESENTING 2: **Understand and apply knowledge of language forms and features**• understand how audience and purpose influence the choice of vocabulary**Objective C.****Engage personally with texts**• respond to texts by identifying and discussing aspects of texts that relate to their own experience**Develop and apply contextual knowledge*** discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension

**Understand and apply knowledge of language forms and features*** identify and discuss how vocabulary establishes setting and atmosphere

**Respond to and compose texts*** justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because …

**Objective D.****Engage personally with texts**• recognise how texts draw on a reader's or viewer's experience and knowledge to make meaning and enhance enjoyment• recognise how aspects of personal perspective influence responses to texts**Understand and apply knowledge of language forms and features*** understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)

**Respond to and compose texts*** consider and discuss ideas drawn from their world and the worlds of their texts

**Objective E:****Develop and apply contextual knowledge**• identify different ways of learning in English and consider own preferences | **Introduction to Lyrics of Song**Ask what the students predict they will be doing when they are nineteen. Students record responses. Share with class. Discuss the unity of peers at that age.Teacher gives an introduction to the song, without details of meaning. Listen to song (audio only) ’I Was Only 19’ and discuss. Identify the unity that is represented in the text, concentrating on ‘And you wouldn’t let your mates down’.Provide students with a hard copy of the lyrics of the song. Students read, highlighting unknown words. Use a code key to mark examples of unity.Discuss vocabulary, recording on a wordbank.Discuss elements of text eg setting, characters. Students complete a visualisation of the song**Visual Interpretation****Introduction of Youtube text and interpretation.**Students view Youtube song with images.During viewing, students complete ‘I Wonder’ questions on *Postit* notes. Students also note incidents of unity during viewing. Following viewing, discuss questions recorded. Classify questions eg vocabulary, Quick text search for proper nouns. How do we know they are proper nouns? Places or names(Form Military term vocabulary bank as the lessons progress.)Discuss unity within video. Concentrate on the unity of the soldiers. Pose question ‘Why did the soldiers have to support each other?’Using the text handout, circle the word and phrases that demonstrate unity.Cut up text to show sections demonstrating unity and section demonstrating disarray. In each section, identify verbs. Mark each as past or present.Discuss how the use of verb tense impacts on the audience and the feeling created by the author’s choice.Review the video.**Personal Connection**Display a local newspaper clipping of a child. Ask the children if any have been featured in a newspaper article. Ascertain how they felt (or would feel) about being in the newspaper. Record feelings expressed.Refer to text of song ‘This clipping from the paper shows us ……..’ Ask why the character has kept the clipping and how he would have felt.Children skim and scan text for other events/ideas that they may be familiar with. Record responses and question feelings eg. Mum and Dad watching a graduation, camping in tents, In groups, chn complete a labelled visualisation of each stanza. Groups to note feelings.Trace the plot and graph feelings of the song. Review the section referring to Frankie. Ask chn to predict who Frankie was and the relationship of the author with him. Record. Discuss the unity of the two characters.Chn think of their best friend (may be past or present). Children write a recount of the memories they have with their best friend, emphasising the unity between them. Discuss the writing of their best friend with the text referring to Frankie. What qualities are similar? What qualities are different?**Expressing Yourself.**Play Youtube, audio only <http://www.youtube.com/watch?v=2TMTWAwktbc>. (helicopter sound)Ask chn of what the sound reminds them. Discuss, supporting response with reasons and experiences. What feelings would the sound evoke?Chn refer to text to answer of what the sound would remind the author. What feelings would the sound evoke for the author? Record in table form to compare and contrast.Brainstorm and record points about helicopters. Classify points into fact and opinion.Discuss difference. (Use 2 different coloured highlighters)In groups, skim and scan text writing down facts and opinions in table form. Discuss points. Ask chn to justify their responses.Students record facts and opinions about a friend in table form.**Reflection:**Review what students have learnt about Vietnam through the text. (Summarising)Discuss how the visual video has assisted with the meaning of the text. View Youtube again. Pose question: Was the author let down? Discuss how the author could be assisted by his mates now. Recall work on feelings.Children sing song, possibly with dramatization. | Lyrics of song:<http://www.lyricsmode.com/lyrics/r/redgum/i_was_only_nineteen.html>Explanation of Lyrics:<http://www.youtube.com/watch?v=dUBjNt8DD4k>Youtube song with images<http://www.youtube.com/watch?v=Urtiyp-G6jY>Youtube song with images<http://www.youtube.com/watch?v=Urtiyp-G6jY>Postit notesScissorsNewspaper article showing a childCopies of textLarge sheets of paperPens, pencilsHelicopter sound:<http://www.youtube.com/watch?v=2TMTWAwktbc>Copies of textSheets of paper, pensHighlighters |

**Objective B**

**Speaking and Listening 2 EN2-6B**

Respond to and compose texts

* Discuss how writers and composers of texts engage the interest of the reader or viewer
* Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations
* Plan and deliver short presentations, providing some key details in logical sequence

**Writing and Representing 2 EN2-7B**

Develop and apply contextual knowledge

* Identify and analyse the purpose and audience of imaginative, informative and persuasive texts

Understand and apply knowledge of language forms and features

* Understand how a range of language features can shape readers' and viewers' understanding of subject matter
* Examine how evaluative language can be varied to be more or less forceful

Respond to and compose texts

* Express a point of view for a particular purpose in writing, with supporting arguments

**Reading and Viewing 2 EN2-8B**

Develop and apply contextual knowledge

* Identify the audience and purpose of imaginative, informative and persuasive texts
* Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text
* Understand how different types of texts vary in use of language choices, depending on their purpose and context
* Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts
* Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative

**Grammar, Punctuation and Vocabulary EN2-9B**

Develop and apply contextual knowledge

* Understand that choice of vocabulary impacts on the effectiveness of texts

Understand and apply knowledge of language forms and features

* Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity
* Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases

Understand and apply knowledge of vocabulary

* Experiment with vocabulary choices to engage the listener or reader

Respond to and compose texts

* Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research

Concept:

**UNITY**

Literary Devices:

**Language Forms and Features**

**Visual Representation –**

**Symbolism**

**Objective A**

**Speaking and Listening 1 EN2-1A**

Develop and apply contextual knowledge

* Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group

Respond to and compose texts

* Interact effectively in groups or pairs, adopting a range of roles
* Use information to support and elaborate on a point of view
* Respond appropriately to the reading of texts to demonstrate enjoyment and pleasure

**Reading and Viewing 1 EN2-4A**

Develop and apply contextual knowledge

* Draw on experiences, knowledge of the topic or context to work out the meaning of unknown words

Respond to, read and view texts

* Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts
* Use strategies to confirm predictions about author intent in imaginative, informative and persuasive texts
* Recognise how aspects of personal perspective influence responses to texts
* Interpret text by discussing the differences between literal and inferred meanings

**IN FLANDERS FIELDS**

**by Norman Jorgensen**



**Objective C**

**Thinking Imaginatively, Creatively and Interpretively EN2-10**

Develop and apply contextual knowledge

* Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension

Understand and apply knowledge of language forms and features

* Identify creative language features in imaginative, informative and persuasive texts that contribute to engagement
* Identify and discuss how vocabulary establishes setting and atmosphere

Respond to and compose texts

* Use visual representations, including those digitally produced, to represent ideas, experience and information for different purposes and audiences

**Objective E**

**Reflecting on Learning EN2-12E**

Develop and apply contextual knowledge

* Recognise how own texts can be influenced by a rich text environment

Understand and apply knowledge of language forms and features

* Appreciate how the reader or viewer can enjoy a range of literary experiences through texts

Respond to and compose texts

* Jointly develop and use criteria for assessing their own and others' presentations
* Reflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text

**Objective D**

**Expressing Themselves EN2-11D**

Develop and apply contextual knowledge

* Draw connections between personal experiences and the worlds of texts, and share responses with others

Understand and apply knowledge of language forms and features

* Make connections between students' own experiences and those of characters and events represented in texts

Respond to and compose texts

* Consider and discuss ideas drawn from their world and the worlds of their texts
* Discuss literary experiences with others, sharing responses and expressing a point of view

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| Text Overview | Literacy Continuum Markers |
| In Flanders Fields is set in the trenches of WWI. The author tells the story of a young Anzac soldier who risks death on Christmas morning to rescue a robin caught in the barbed wire of no man’s land. The author’s use of emotive and descriptive language as well as symbolic visual representations of war, peace, innocence and freedom, enable the reader to understand what it was like as a soldier at war. He also illustrates how the opposing forces unite at Christmas time by showing humanity in wanting the robin freed.  | Cluster 9 | Cluster 10 |
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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation |
| Creative Arts - Visual Arts H.S.I.E. – Anzacs at War | Literacy – using a variety of reading strategies students will locate specific language and interpret literal and inferred meaning. | Adjectives – types of adjectives and the use of descriptive language in noun groupsAdverbs – verb groups as well as linking verbs and adverbs |

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|  | Teaching/Learning Activities | Resources |
| **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 | Orientation – Look at the cover. What do you think the book is going to be about? Students make predictions then discuss what they know about war. Does it bring people together ? How does it unite people? What is the soldier doing and where does he come from? What do you think about when you look at the robin, the scarf and the barbed wire? What do these pictures represent?Discuss the book title. Where is Flanders? Give students background knowledge by showing them where Flanders is on a world map and explain Australia’s part in the fighting on the Western Front in WWI.Look at the front and back end papers and compare the soldiers and the conditions shown. Would the conditions for both sides be similar or different? (They are not united, being on opposite sides, but they are united in their experience of war – conditions, emotions, grief, loss) Read the text.Discuss predictions and analyse the purpose of the text. | TextWorld map on IWB |
| **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 | Visual Representation – What is a symbol?Students discuss symbols they know. What are they and why are they used?Show students a powerpoint of some common symbols.Discuss how symbols unify our understanding of a concept or theme.Students locate some symbols in the text and discuss how these engage the reader – robin, poppy, scarf (white flag – surrender) and discuss what they represent. How does the use of mainly brown and grey in the text convey a particular mood? Why is the robin red and does this change the mood?Research the symbolic meaning of a robin – hope, renewal, new beginning, and discuss which one applies.Look at other pictures in the text eg. barbed wire, guns and trenches, and discuss what they symbolise.List some symbolic language in the text eg. deathly silence, ruined landscape, no man’s land and sniper, and discuss when and where this type of language is used.Students create their own sentences using this new vocabulary. | Powerpoint of some common symbolsTextComputersTexts for researchWhiteboard |
| **Objective B**Use language to shape and make meaning according to purpose, audience and context**Objective D**Express themselves and their relationships with others and their world | Discuss how Christmas is referred to throughout the text and what they do to celebrate.Find an example in the text eg. carol singing.A white scarf was sent to the soldier for Christmas – why would someone send that to him?What Christmas gift would you send a soldier and why? Students discuss in groups and report back to class.How do you celebrate Christmas? Compare this to the soldiers’ Christmas.Students write about how Christmas unites people, from their point of view, and decorate writing with Christmas symbols. |  |
| **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 | Language focus – Adjectives. Revise what an adjective is as well as a noun group, then discuss the use of adjectives in the first few pages, listing them on the board. Discuss the author’s use of emotive and descriptive language.In groups, students locate adjectives in the text and identify the noun group eg “ a brightly coloured robin” then report back describing how effective they are. Could the author have used other words instead? Why or why not? Which words describe the setting?List these adjectives on the board.Discuss different types of adjectives and how we use them eg. quantity, opinion, fact, classifying (one cute little bird) Look at the adjectives on the board and sort them into groups. | TextWhiteboardCopies of text to highlight adjectives |
| **Objective C**Think in ways that are imaginative, creative, interpretive and critical | **Assessment****Visual arts - Students recreate the scene of the soldier freeing the robin. Cut out the soldier and paste onto white paper (or brown/grey colour wash). Students draw the background using knowledge of conditions shown in the text and symbols of war. Cut and paste the robin in the sky. Make the poppy and paste on as a relief in the bottom corner. Students write appropriate adjectives on the page around the soldier. Students write a concluding statement describing how the visual image represents unity as conveyed by the author. (Type and attach this to the artwork.)** | Photocopy picture of soldier freeing the robinArt paperRed paper for poppyGlueBlack/brown pens/textas |
| **Objective E**Learn and reflect on their learning through their study of English | Reflection – The main character is anonymous. Why do you think the author didn’t give him a name?How does the text show that we are all the same inside?How has the author shown examples of unity in the text?Students develop and use criteria for assessing their visual arts activity. |  |