**Teaching Points for Consideration:**

It is essential that the theme of ‘Power’ be explored through the use of the identified ‘Key Concepts’ or ‘Literary Devices’.

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| Type of Text | Texts Covered in the Unit | Key Concept/Literary Device |
| Novel | The Lion, The Witch and the Wardrobe – CS Lewis | Representation and Inference |
| Poetry | Spirit Song. A Collection of Aboriginal Poetry – Compiled by Lorraine Mafi-Williams | Culture |
| Song | Little People – From the Musical ‘Les Miserable’ | Language Form and Features |
| Picture Book | Dust – Colin Thompson for ‘Save the Children Organisation | Visual Representations |
| Film | The Chronicles of Narnia: The Lion, The Witch and The Wardrobe | Visual Imagery |

Whilst exploring the theme of ‘Power’ through the texts listed above, it is recommended that the novel be read over the duration of the Term. Each text is best addressed over a two-week period along with the intended learning experiences. Obviously, each class group will find the many and varied activities need to be altered according to prior knowledge and understanding of the related concepts.

It is helpful if, when multiple classes are using the resources, that each group has a copy of the novel. The other texts can be shared because it is not imperative that they are addressed in the order as presented in the program. The film is best viewed at the conclusion of the unit, once the novel is complete.

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| Regentville PS - Review and Evaluation of the Program |
| 1. Resources |
| 2. Timing |
| 3. Modelled, Guided and Independent Teaching and Learning Experiences |
| 4. The Explicit Teaching of Writing!!! |

**Objective A**

**Writing and Representing**

***EN3-2A - Composes, edits and presents well-structured and coherent texts***

*Engages personally with the text*

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

*Develop and apply contextual knowledge*

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

**Reading and 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***

*Understand and apply knowledge of language forms and features*

\*analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts

**Objective B**

**Responding and Composing**

***EN3-5B - Discuss how language is used to achieve a widening range of purposes for a widening range of audiences and contexts***

*Understand and apply knowledge of language forms and features*

\*identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer

\*consider and develop sustained arguments and discussions supported by evidence

Theme:

***Power***

Key Concept:

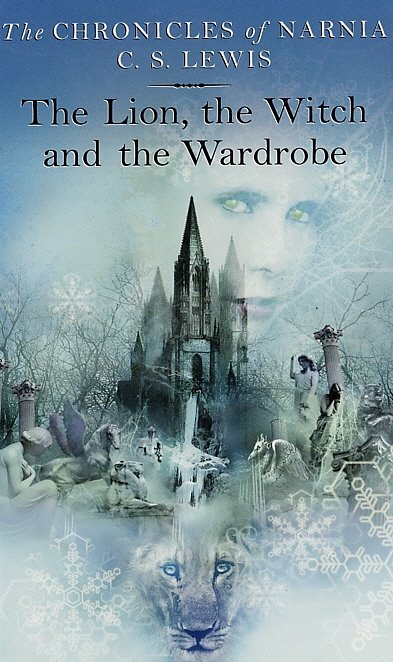
***Representation & Inference***

**Objective D**

**Expressing themselves**

***EN3-8D - Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts***

\*recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)



**Objective C**

**Thinking imaginatively, creatively, interpretively and critically**

***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*

\*interpret events, situations and characters in texts

**Objective E**

**Reflecting on Learning**

***EN3-9E - Recognises, reflects on an assess their strengths as a learner***

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

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| Text Overview |
| *One of the key themes explored in the novel* The Lion, the Witch and the Wardrobe *is power. In particular, it is a conflict between the power of the White Witch, self proclaimed queen of Narnia, and Aslan, the rightful ruler. C.S.Lewis uses a variety of literary devices to represent this theme in the book, however one of the most prominent is the use of inference. By studying key sections of the text, students will gain an understanding of inference, how authors use inference to portray ideas and why this can be an effective literary device to apply in their own writing.* |

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| *Representation* | *The way ideas are portrayed and represented in texts using language devices, forms, features and structures of texts to create specific views about characters, events and ideas. Representation applies to all language modes: spoken, written, visual and multimodal.* |
| *Inference* | *The process of drawing conclusions based on evidence in the text.* |

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| Cross-Curriculum Priorities | General Capabilities | BOS other learning areas | Grammar / Punctuation | Phonological / Graphological Processing |
|  | >Critical and evaluative thinking  >Literacy | >Civics and citizenship  >Difference and diversity  >Work and enterprise |  |  |

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| Outcome | Resources | Teaching and Learning Activities (with adjustments) | Teachers Notes and Register |
| **Modelled /Guided Lesson 1**  EN3-3A, EN3-5B | ***The Lion, the Witch and the Wardrobe*** text  Copies of the sections of the text for students, plus a digital copy for the IWB  English workbooks or create worksheet incorporating quotes and room for response | * Read the section of the text describing the queen when Edmund first meets her. Students can follow along with their own copy or on the IWB.   **Adjustments:** Students with hearing impairment should be provided with a written copy of the text. Students with visual impairment should be provided with a copy of the text with a larger font size, or on coloured paper where necessary. For EALD learners, provide students with some images of this scene from the film and show clip from film to read non-verbal clues.   * *“And what, pray ...know us better hereafter.”* What do you think this tells us about the Queen and her power? What part of the text tells us that? * Explain that we are **inferring** meaning from the text, as we are drawing conclusions about the Queen based on what we have read in the text. * Compose a class inferred meaning of this passage together. * “*’Ha!’ said the Queen...raised her wand.”* What do you think this tells us about the Queen and her power? Discuss interpretations and the evidence for these. * “*”My poor child...we will talk.”*” What do you think this tells us about the Queen and her power? Discuss interpretations and evidence for these. * What is your opinion of the Queen and her power from this section of the text. Do you like the queen or not? Do you think she is a good character or a bad character? What in the text makes you think this? | *Reading of the text is ongoing with the class. This activity is best taught once this part of the text has already been read to the class*  *The Queen is used to others recognising her, treating her in a different way to Edmund, shocked that someone would not know her meaning everyone does*  *Option for students to record this in their workbooks along side the quote or to have class discussion only*  *Option – written or verbal response for this task* |
| **Guided Lesson 2**  EN3-7C, EN3-8D | ***The Lion, the Witch and the Wardrobe*** text | * Review the text and passages covered in the previous lesson. What do you think Edmund’s opinion of the Queen is? Why does he have this opinion? * “*’The White Witch...even more uncomfortable.’*” What is Lucy’s opinion of the Queen? Why does she have this opinion? * Whose opinion do you think is more accurate? Why do you think this? What do you think the author wants us to think about the Queen? | *Option – written or verbal response for this task*  *Further...text to text connections with other “cold” bad guys* |
| **Modelled/Independent Activity 3**  EN3-3A, EN3-5B, EN3-8D | Copies of the sections of the text for students, plus a digital copy for the IWB | * Chapter 7 “*And now a very curious...beginning of summer.”* Discuss each of the feelings that the four children are experiencing in this part of the text. Students can make personal connections with these and find examples of a time they felt the same way. This can be shared with a partner before some responses are shared by partners with the class.   **Adjustments:** Provide modelling or scaffolding to complete this task, for example, visual prompts or pictures that match the scenarios from the story or further written prompts that might elicit the same feelings in the students. For children with autism spectrum disorder, provide explicit description of the feelings the children are feeling.  The feelings of the children portray Aslan before we find out anything else about him. What do they tell us? Why do you think the author did this? | *Option – students share responses on a class blog*  *Option – written or verbal response to this task* |
| **Independent Activity 4**  EN3-3A, EN3-7C | Copies of the sections of the text for students, plus a digital copy for the IWB  Access to web based word cloud tools such as Wordle, Tagxedo, etc | * Chapter 8 “Oh yes! Tell us...I tell you.”   From this section of the text, compile a list of characteristics that you think describe Aslan.  **Adjustments:** Provide a list of possible characteristics for the students. Ask them to choose which characteristics represent Aslan and the parts of the text that support this.   * Create a word cloud, using wordle.com, tagxedo.com or other resource, of characteristics and key words identified by the class that represent Aslan. | *Further...text to text with other lions in literature, also culture link* |
| **Guided/Independent Activity 5**  EN3-2A, EN3-5B, EN3-7C | Copies of the text, or relevant sections of the text, for students  Resources to create visual text, physical or digital eg.glogster | * Create a list of things that represent the Queen comparing this to things that represent Aslan in the story eg. seasons, creatures, colours, feelings etc. Students create a visual text to compare and contrast the power of the two characters.   **Adjustments:** Provide key words or examples for students to identify and sort.  Both had Aslan and the Queen had power, but Aslan’s power won in the end. What made Aslan more powerful? | *Further...What are the most important attributes for a ruler/leader? Students prepare a written response, speech or podcast*  *Option – written or verbal response to this task* |

**Objective A***ENS3-1A*- understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English  
- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions  
*ENS3-2A*- understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas  
- experiment and use aspects of composing that enhance learning and enjoyment  
- 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   
- understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language  
- reread and edit students’ own and others’ work using agreed criteria and explaining editing choices  
*ENS3-3A* - understand how texts vary in purpose, structure and topic as well as the degree of formality  
- recognise evaluative language, including emotive language and modality  
- understand, interpret and experiment with sound devices and imagery including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes

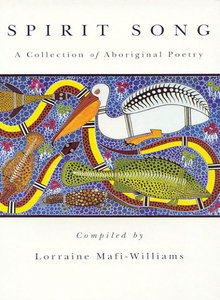
**Objective C***ENS3-7C*  
- identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse  
- analyse and evaluate similarities and differences in texts on similar topics, themes or plots

**Objective B***ENS3-6B*- identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers’ and viewers’ understanding of texts  
- discuss how the intended audience, structure and context of an extended range of texts influence responses to texts

**Objective D***ENS3-8D*- recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses  
- recognise how the use of language and visual features can depict cultural assumptions in texts  
- identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts.  
- explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life

**Objective E**

Text:



**Theme:**

**Power**

**Key Concept:**

**Culture**

*The social practices and ways of thinking of a particular people or group, including shared beliefs, values, knowledge, customs, lifestyle and artefacts.*

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| Text Overview |

Cultural Warning  
This unit may contain the history and life stories of indigenous men and women who were affected by government policies in Australia. The information within this unit could not have been provided without recognising their involvement and existence. In some Aboriginal communities, seeing the names of dead people may cause sadness and distress, particularly to relatives of the deceased. Aboriginal people are warned that the **names of dead people may be found within the text and related unit.**

**Protection** by Eva Johnson

In the days when our land and our people were free  
We lived in a spirit of dignity  
Teaching our children the way to be free  
And we never needed PROTECTION.

When whitefella came from over the sea  
Teacher, official and missionary  
They herded us on to reserves and agreed  
It was all for our PROTECTION.

They set up a board with a policy  
To bring up our children as white as could be  
Stealing them first from our black family  
All in the nature of PROTECTION.

Gone were our children to missionary  
Gone was our land and the power to be free  
Gone was our spirit of dignity  
Such was the power of PROTECTION.

**Mimi Dancers** by Lorraine Mafi-Williams

From our of the spirit world  
they all came dancing  
the seven spirit brothers  
and the seven sisters,  
the mimi spirits from space.  
Down through the Milky Way they danced  
to the earth far below.  
They came to dance among the mountains,  
in the rivers as they wound their way to sea.  
They danced across the cliff face, the mimi spirits from space.  
They danced upon the earth,   
they danced upon the rocks,  
they danced upon the bark  
and they danced upon the canvas, the mimi spirits from space.  
They danced on the limbs of the trees, in the rustling of the leaves.  
They danced in the wind for everlasting life.  
They danced the dreaming alive, the mimi spirits from space.

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|  | Teaching/Learning Activities | Resources |
| **Modelled Lesson 1**  *ENS3-1A*  *ENS3-8D* | Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English.   Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.   * Read *Protection* by Eva Johnson. * **Watch** *Indigenous Language*: <http://www.abc.net.au/btn/story/s2744198.htm> * Discuss the language *eg whitefella.* How do accents and dialects change the way we read and interpret texts? * Discuss the meaning behind ‘Protection’. What do students know about the stolen generation? * **Watch** *Stolen Generations*: <http://www.abc.net.au/btn/story/s2219619.htm> * Discuss who the author of the poem might be, what their experiences might be, what feelings they may have been feeling? | Behind the News [website] and IWB  *Protection* by Eva Johnson |
| **Modelled Lesson 2**  *ENS3-3A*  *ENS3-7C* | Recognise evaluative language, including emotive language and modality.  Understand, interpret and experiment with sound devices and imagery including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes.  Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse   * Reread *Protection* by Eva Johnson. * Discuss the language patterns and relationship between words. * Count the syllables, highlight the rhymes, circle the emotive words, and underline imagery. * Discuss how does grammar and punctuation dictate the way a poem should be read? | *Protection* by Eva Johnson  IWB |
| **Modelled Lesson 3**  *ENS3-8D* | Recognise how the use of language and visual features can depict cultural assumptions in texts.  Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts.  Explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life.   * Read *Mimi Dancers* by Lorraine Mafi-Williams * Discuss what this poem may be about. * **Watch** *The Mimis [Dust Echoes]:*  <http://www.abc.net.au/dustechoes/dustEchoesFlash.htm> * Discuss how watching this video clip changes our understanding of the poem. What do we now know? * Research *‘The Dreaming’* [<http://australia.gov.au/about-australia/australian-story/dreaming>]. What are most Dreamtime stories about? * Research *‘Mimis’*  [<http://australianmuseum.net.au/Indigenous-Australia-Spirituality>] What is the hidden message behind the Mimi Dancers? What is special about the Mimis?   *“When Aboriginal people first came to northern Australia, the Mimi taught them how to hunt and cook kangaroos and other animals. They also did the first rock paintings and taught Aboriginal people how to paint.”* | Dust Echoes [website] and IWB  *Mimi Dancers* by Lorraine Mafi-Williams |
| **Modelled Lesson 4**  *ENS3-7C*  *ENS3-6B* | Analyse and evaluate similarities and differences in texts on similar topics, themes or plots.  Identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers’ and viewers’ understanding of texts.  Discuss how the intended audience, structure and context of an extended range of texts influence responses to texts.   * Analyse and evaluate the similarities and differences between *Protection* by Eva Johnson and *Mimi Dancers* by Lorraine Mafi-Williams. * Discuss who the intended audience for these poems may be. * Discuss the different tools and features that can be used to create a poem. * Outline the desired structure to which students will write their own poem. |  |
| **Modelled/**  **Guided Lesson**  *ENS3-2A* | Experiment and use aspects of composing that enhance learning and enjoyment.  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.  Understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language.  Reread and edit students’ own and others’ work using agreed criteria and explaining editing choices.   * As a class students create a poem about an important life lesson or historical event eg why it is important to brush your teeth. * Guide students through the planning, composing, reviewing and publishing process. * Model how to edit own work using agreed criteria. |  |
| **Independent Lesson**  *ENS3-2A* | Experiment and use aspects of composing that enhance learning and enjoyment.  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.  Understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language.  Reread and edit students’ own and others’ work using agreed criteria and explaining editing choices.   * Plan, compose, review and publish a poem about an important life lesson or historical event. * Reread and edit work using agreed criteria. |  |

**Objective A**

**Speaking and Listening**

* compare and justify the ways in which spoken language differs from written language according to purpose, audience and context

Reading and Viewing

* understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) 
* analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) 
* summarise a text and evaluate the intended message or theme
* analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts

Responding and Composing

* identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701) 
* identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer

**Objective B**

* understand that language is structured to create meaning according to audience, purpose and context
* identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615) 

**Objective C**

* compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest
* understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) 

**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 (ACELT1613)
* identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)   
* discuss and explore moral, ethical and social dilemmas encountered in texts  

**Objective E**

* begin to understand the difference between their way of learning and the way others learn

Text – ‘Little People’ from the musical Les Miserable



Theme:

**Power**

Key Concept:

**Language Forms and Features**

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| Text Overview |
| ***Little People*** is a song from the musical *Les Miserable*. The musical is about the French Revolution and the uprising of the people against the tyranny and opulence of the aristocracy.  The character Gavroche, a street urchin, sings the song. He is instrumental in helping the fighters against the establishment. His song represents the power of both the little people (in this case a child), and the individual. He tells that you should never underestimate the underdog and that no matter how small or insignificant you may be as seen by others, you have the power to make a difference. |

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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing |
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|  | Teaching/Learning Activities | Resources |
| **Lesson 1 Modelled/Independent Activity**  Objective C   * compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest   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 (ACELT1613) * identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608) * discuss and explore moral, ethical and social dilemmas encountered in texts | **Historical Context**  Background to the French Revolution.  Watch YouTube clip <http://www.youtube.com/watch?v=-dVHN7i57LY>  View images of the aristocracy and the conditions of the poor.  What were the conflicting ideas of the day eg rich v poor? Make a ‘conflict’ table (see Worksheet 1) - note taking  Is this a ‘typical’ representation of power? Discuss power of the ruling class v power of the working class. | * Computer * YouTube Clip * Posters of French revolution times * Worksheet 1 |
| **Lesson 2 Guided Activity**  **Objective A**   * compare and justify the ways in which spoken language differs from written language according to purpose, audience and context   **Objective B**   * understand that language is structured to create meaning according to audience, purpose and context   **Objective C**   * understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518) | Listen to the song ‘Little People’. Follow the lyrics.  Discuss the form of the chorus and verse – short lines, rhyming patterns, shortened words, rhythmic patterns of the words.  How is this form of writing different to the usual narrative style? | * Lyrics of song * Narrative style poster |
| **Lesson 3 Guided/Independent Activity**  **Objective A**   * analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) * understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)   Objective B   * understand that language is structured to create meaning according to audience, purpose and context * identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)   Objective C   * compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest | Discuss images portrayed in the chorus. Draw Visualisations.  What is the relevance of the ideas described?  Why has the lyricist chosen these particular ideas?  Does the song have a literal meaning? How does the lyricist use these everyday images to achieve his purpose?  Discuss representation of power of the individual and the underdog. Are the ideas represented surprising or predictable?  Compare structure of youtube clip to song text commenting on structure, audience appeal, humour, and language features. | * Song Lyrics * YouTube clip |
| **Lesson 4 Independent Activity**  **Objective A**   * summarise a text and evaluate the intended message or theme * analyse and evaluate the way that inference is used in a text to build understanding in imaginative, informative and persuasive texts | Summary writing and response.  Write a short analysis of the text. Include the purpose of the lyricist, the visual pictures as well as figurative and imaginative pictures represented. | * Writing books |
| **Lesson 5 Independent Activity**  **Objective E**   * Begin to understand the difference between their way of learning and the way others learn | Share responses with other members of the class.  Are there similarities / differences between the responses?  Have all students gained the same understandings from the text?  Discuss individual reactions to the lyrics. | * Written responses |

Worksheet 1 – Conflict Table

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| **Poor** | **Rich** |
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**GAVROCHE**

They laugh at me, these fellas,

Just because I am small

They laugh at me because I'm not a hundred feet tall!

I tell 'em there's lot to learn down here on the ground

The world is big, but little people turn it around!

A worm can roll a stone

A bee can sting a bear

A fly can fly around Versailles

'Cos flies don't care!

A sparrow in a hut

Can make a happy home

A flea can bite the bottom

Of the Pope in Rome!

Goliath was a bruiser who was tall as the sky.

But David threw a right and gave him one in the eye.

I never read the Bible but I know that it's true

It only goes to show what little people can do!

**ALL**

A worm can roll a stone

A bee can sting a bear

A fly can fly around Versailles

'Cos flies don't care!

A sparrow in a hut

Can make a happy home

A flea can bite the bottom

Of the Pope in Rome!

**GAVROCHE**

So listen here professor,

With your head in the cloud.

It's often kind of useful

To get lost in the crowd.

So keep your universities

I don't give a damn

For better or for worse it is

The way that I am!

Be careful where you go

'Cos little people grow...

And little people know

When little people fight

We may look easy pickings but we got some bite!

So never kick a dog because he's just a pup

You better run for cover when the pup grows up!

And we'll fight like twenty armies

And we won't give up

**ALL**

A worm can roll a stone

A bee can sting a bear

A fly can fly around Versailles

'Cos flies don't care!

A sparrow in a hut

Can make a happy home

A flea can bite the bottom

Of the Pope in Rome!

Objective C

Thinking Imaginatively and Creatively:

A student thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts EN37C

* *Compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest*

Objective A

Speaking and Listening:

A student communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features EN31A

* *Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)*

Reading and Viewing:

A student uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies EN33A

* *Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)*

Theme:

Power

Key Concept:

Visual Representations

Objective D

Expressing Themselves:

A student identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts EN38D

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

to enter text

Objective E

Reflecting on Learning:

A student recognises, reflects on and assesses their strengths as a learner EN39E

* *Discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts*

Objective B

Responding and Composing:

A student discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts EN35B

* *Discuss how the intended audience, structure and context of an extended range of texts influence responses to texts*

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| Text Overview |
| ‘Dust’, is a picture book by Colin Thompson and is best described by his words:  *In a perfect world this book would not exist, but we do not live in a perfect world.  At any given moment of any given day, there are people dying from natural disasters such as earthquakes, floods, epidemics and famine that we have no control over. Beyond natural disasters we add disasters of our own making, but even if we all learn to live in peace, there will still be millions of people who need help.*  *This book was inspired by Niger. In 2005, television news around the world reported the terrible starvation that was killing thousands of people. So I decided to organise this book to raise money to try and help those who cannot help themselves.*  *A couple of illustrators I approached said the whole project was so depressing that no one would buy the book, and I do realise that this is a confrontational book and it might well upset some people, but hundreds of thousands of deaths from starvation or abuse or curable disease is what we should really be upset about.*  The text explores the theme of Power through Visual Representations as follows:   * The power of wealth and poverty. * The power of the illustrations to evoke the readers’ emotions. * The power of the reader to act on the issues. |

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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing |
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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 *(ACELY1709)* * Understand how texts vary in purpose, structure and topic as well as the degree of formality *(ACELA1504)* | Modelled:  - Read the text together in a shared reading environment.  - Discuss thoughts and ideas around the text.  Guided:   * Discuss the themes and make connections with the story: Text to self; text to text and text to world. * Introduce the theme of ‘Power’ (as described in the text overview page). Discuss the student’s perception of this in relation to the ‘Key Concept’ (literary device) of *Visual Representations*. * Discuss: ‘How do the visual representations influence the theme of power?’   Independent:  - Complete a KWL Chart under the theme of Power. Students record in three columns: What we think we know? – Our prior knowledge. What we want to find out? – Establishing a purpose for reading the text ‘Dust’. What we have learned? – Summarising the main idea/theme of Power. | Text – Dust: Colin Thompson  KWL chart – PM 3: Teaching Reading Comprehension Strategies by Sheena Cameron |
| Objective B   * *Discuss how the intended audience, structure and context of an extended range of texts influence responses to texts* | Modelled:  Review the text as a group. Discuss the way in which the book was created – it was made through voluntary time of the illustrators in the aim of raising funds and awareness for those who were struggling Niger and beyond. (See the extract form the text overview page.) Discuss the dedication on the first page.  Guided:  View the illustration on the front cover in detail. Ask students to interpret their thoughts on this image. As a group, select one of the illustrator’s contributions. Complete a ‘Senses Chart’ (see PM 17) together on the selected image.  Independent:  All students are to choose one of the five sections on the jointly constructed senses chart. Students need to create their own visual representation of their chosen ‘sense’. Students will need to ask themselves: ‘How do I create a different visual representation that links this ‘sense’ and something in my world?’ Students write a reflection of their work and share with a partner. | Text – Dust: Colin Thompson  Five Senses Chart – PM 17: Teaching Reading Comprehension Strategies by Sheena Cameron |
| Objective C   * *Compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest* | Modelled: Deeply analyse an illustration and the reason behind its creation. Discuss the use of colour, tone and organisation of the visual representations. How does this impact on the story and overall message? How does the text and images engage the reader?  Guided: Jointly construct a letter for a chosen illustrator and make enquires and comments that have risen from the class discussion.  Independent: Research and create a summary based on the information from the website [www.savethechildren.org](http://www.savethechildren.org) What is the website about? Why is it important to know about it? How does this site relate to the text ‘Dust’ and its purpose? What power do we have here in Australia? How can we gain the power to act on disasters and tragic events around the world? | Text – Dust: Colin Thompson |
| Objective D   * *Discuss and explore moral, ethical and social dilemmas encountered in texts* | Modelled:  View the page illustrated by David Legge. Discuss the features of the visual representations put forward by the illustrator. This page demonstrates the difference between the first and third world. Analyse the features in depth from the newspaper articles to the items in the rubbish bin, through to the wastage of food and the setting of the scene. Discuss the impact and power that those in the first world with wealth can have on the third.  Guided:  Create a ‘compare and contrast’ diagram (PM 12) or Venn diagram on the population of those in the first world versus the third world. Discuss and/or present: What are the similarities and differences? Why are there differences? What impact do these differences have on the lives of each group?  Independent:  Students independently research and explore the event that took place in Niger, which sadly inspired the creation of the book. Write a newspaper article in the aim of persuading readers to contribute to the cause (or others that are alike). | Text – Dust: Colin Thompson  Compare and contrast diagram – PM 12: Teaching Reading Comprehension Strategies by Sheena Cameron |
| Objective E   * *Discuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts* | Modelled:  Visit: <http://thereisabookforthat.com/picture-book-themes/picture-books-on-peace-and-war/> Review the site and discuss the books that have been put forward as picture books that are persuasive and inspirational. Discuss the reason that books that include visual representations can be so intriguing and in depth, regardless of the age of the reader.  Guided/Independent: Go online or visit the library to select a couple of the suggested texts. Link with these powerful picture books and explore the themes and messages conveyed. Create a mind map that has ‘Visual Representations’ in the centre. Map out thoughts around the questions: Why do authors have illustrations to accompany stories and/or themes? Why use illustrations? What is the purpose of picture books with older readers? How can themes be presented through visual representations? Etc.… | Text – Dust: Colin Thompson |

Objective A: (EN3-3A)

Reading & Viewing:

A student: uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.

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, close-ups

*Respond to, read and view texts*

* use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts
* recognise how aspects of personal perspective influence responses to text
* summarise a text and evaluate the intended message or theme

#### Objective B: (EN3-5B)

#### Responding & Composing:

#### A student: discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts.

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

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

Objective D: (EN3-8D)

Expressing Themselves:

A student identifies and considered how different viewpoints of their world, including aspects of culture, are represented in texts.

#### *A student Engage personally with texts*

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

*Develop and apply contextual knowledge*

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

*Respond to and compose texts*

* discuss and explore moral, ethical and social dilemmas encountered in texts

Text: FILM - *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe.*



Theme:

Power

Key Concept:

**Visual Literacy**

[*Respond*](http://syllabus.bos.nsw.edu.au/glossary/eng/responding/?ajax)*to and compose texts* Objective C: (EN3-7C)

Thinking Imaginatively & Creatively:

#### A student: 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*

* Interpret events, situations and characters in texts
* Think critically about aspects of texts such as ideas and events
* analyse and evaluate similarities and differences in texts on similar topics, themes or plots

Objective E: EN3-9E

Reflecting on Learning:

#### A student: recognises, reflects on and assesses their strengths as a learner

*Respond to and compose texts*

* Formulate questions for specific purposes, e.g. to clarify and reflect

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| Text Overview |
| The film *‘The Chronicles of Narnia, The Lion the Witch and the Wardrobe’* is the 2005 adaptation of C.S. Lewis’ novel, *The Lion the Witch and the Wardrobe.* The film explores the journey of four siblings who find themselves in a magical land called Narnia, which is ruled by the evil White Witch. Throughout their adventure they face many challenges and must work together alongside the great and powerful Aslan to overthrow the White Witch and restore Narnia to the peaceful place it once was.  Throughout this film the theme of *‘power’* is continually apparent in numerous settings. From the moment the film begins the struggle for power is presented when the viewer is thrown into London during World War II, the viewer is then taken to the peace and quiet of the country before yet again finding themselves thrown into a world where the fight for power is carried out in a good verse evil situation. There is also a great power struggle amongst key characters in this film, namely; Aslan and the White Witch, and Peter and Edmund.  Using the literary device of visual literacy, students are given ample opportunities throughout this film to make predictions about the text and also gain a valuable background understanding of the concept of ‘*power’* in relation to the story before reading the novel. By viewing the text in the form of a film the students will engage with the story at an accelerated pace as a whole and will find themselves unconsciously taking in information that will be required in future lessons. The importance of teaching visual literacy is to provide students with visual literacy skills within our ever increasing visual world. Visual literacy aids us in determining and understanding the messages that are sent to us visually every day.  *The text explores the theme of* ***Power*** *through* ***Visual Literacy*** *as follows:*   * *The power of good vs. evil* * *The power of friends and family* * *How the cinematography evokes power through various techniques* |

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| Cross-Curriculum Priorities | General Capabilities | Grammar / Punctuation | Phonological / Graphological Processing | |
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|  | Teaching/Learning Activities | | | Resources |
| Objective A   * recognise the effect of multimedia elements, e.g. film techniques, animation, voice-overs, sound effects, framing, close-ups * use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts * recognise how aspects of personal perspective influence responses to text * summarise a text and evaluate the intended message or theme | Modelled:   * Class viewing of film (running time is 143minutes, so multiple lessons will be needed). * Discuss with students about personal perspective and how our own experiences can influence the way we respond to various texts. Model with common examples and then look at various scenes from the movie.   **Guided:**   * Introductory lesson into film techniques that gives students some background knowledge on cinematic techniques such as camera angles, duration of shots, sound, perspective, framing, lighting, and types of shots etc. This information will give the students a greater appreciation of the film and will help them to explain how the theme of *power* is presented in the film.   **Independent:**   * + - Get students to write about a time that they felt powerful and about a time that they felt powerless. Compare and contrast the two. What changed from one situation to the other? What did it feel like to be powerful? What did it feel like to be powerless? Students can complete a ‘senses chart’ on both situations. | | | * Film – The Lion, the Witch and the Wardrobe. * Senses Chart |
| Objective B   * Identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer | Modelled:   * Discuss previous lesson and elaborate on the fact that language used in imaginative texts can create interest for the reader or viewer in many different ways. How does the language used in The Lion, The Witch and the Wardrobe engage the audience.   Guided:   * As a class pull apart the film into various categories with relation to what the students found interesting and engaging. Categories such as setting, characters, plot/story of film, The acting – *do you believe the actors are the characters?,* The style – *How would you characterise the dialogue? Do people talk this way in real life? Or if realism was not the goal of the film, was the dialogue amusing, poetic, or moving?*, The sets, costumes, make-up, etc.   Independent:   * Does the language and dialogue used in the film The Lion, The Witch and the Wardrobe aid the visual component in displaying a theme of ‘power’? * With a partner evaluate the effectiveness of the language used in the film to evoke the theme of power. | | | * Slides with each category on each so that student’s thoughts can be written down. |
| Objective C   * Interpret events, situations and characters in texts * Think critically about aspects of texts such as ideas and events * analyse and evaluate similarities and differences in texts on similar topics, themes or plots | Modelled:   * As a class place yourself in the shoes of Edmund and walk through a segment of the movie with/as him. Brainstorm how you feel about what is happening in Narnia, and about Edmund’s (your) relationship with the White Witch, Aslan, and Peter. How has the *power* struggle that is taking place in Narnia impacted on Edmund?   Guided:   * Analyse picture of Adolf Hitler (appendix 1) and discuss as a class the similarities and differences that the picture has with the film *The Lion the Witch and the Wardrobe.* Discuss as a class the use of visual literacy to read and take information from each text even though they are two different text types.   Independent:   * Have students place themselves on the side of either Aslan or the White Witch and create a poster on an A3 piece of paper. The poster should promote their position of power, whether that be for good or evil. Students should think carefully about their choices of colour and positioning in the poster. The poster may have one slogan or caption on it, but this also must evoke power. | | | * Film – The Lion, the Witch and the Wardrobe. * Adolf Hitler Picture (appendix 1) |
| Objective D   * recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses * make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts | Modelled:   * As a class create a list of the main characters in the film that depicts their different agendas or motifs regarding power. Do they want *power* to rule over others? Do they want *power* to help others? Do they not want *power* at all?   Guided:   * As a class compare the theme of power in the film to current events taking place around the world. Can students think of examples of different people that have a lust for *power* for one reason or another? Create a list of people in todays society that are in the pursuit of power or who may already have it. How are these people thought of? Are they seen as a hero or villain?   Independent:   * Using the people thought of in the guided lesson, create a collage of pictures that depict these people in their position of power. How are these people similar to characters in the film? | | | * IWB * Internet access |
| Objective E   * formulate questions for specific purposes, e.g. to clarify and reflect | Modelled:   * As a class develop a checklist that could help a viewer interpret whether or not a character or person in various texts can be seen as powerful. Think about what may makes somebody powerful?   Guided:   * As a class discuss, using visual literacy techniques, how it was that they concluded that the theme of *power* was a continual theme throughout the film The Lion, the Witch and the Wardrobe?   Independent:   * Write a letter to the producer of the film The Lion, The Witch and the Wardrobe. The letter should be written from one of the main characters point of view. The purpose of the letter is to communicate your feelings of how you were portrayed in the film. Were you portrayed as powerful or powerless? Were you portrayed as good or as evil, as a hero or as a villain? Discuss specific moments in the film to support your point of view. | | | * IWB * Film – The Lion, the Witch and the Wardrobe |

Appendix 1: Adolf Hitler

