

Summary

This 10 week unit is primarily an English unit which focuses on building students' skills, values and attitudes in English. Students will draw on a range of texts of various genres to investigate racism and what it looks like from different perspectives. We compare and contrast a range of texts throughout the unit, with the aim of building a deep understanding and appreciation of Aboriginal knowledge and culture in all students.

This will be achieved through the close study of texts, particularly a novella, *Mrs Whitlam*, by Bruce Pascoe; *Young Dark Emu*, also by Bruce Pascoe and the children's picture book, *Alfred's War*, by Racel Bin Salleh. Additionally, we will draw on opinion pieces from the Sydney Morning Herald, which outline varying perspectives on James Cook's arrival in Kamay (Botany Bay), 250 years ago.

We focus on a number of English textual concepts throughout the unit, "History's Hidden Truths". We revise *narrative* and *character* in the reading of *Mrs Whitlam*. We look at *connotation*, *imagery* and *symbol* in addressing *Young Dark Emu* as the words and the images extend beyond their everyday meaning. This text contains significant Aboriginal artworks. We will also visit *representation*, as the artworks are framed by context and culture. In *Young Dark Emu* and the newspaper opinion pieces, we investigate *perspective* and *authority*. We encourage students to ask, "What is the perspective of the composer/s and how do you know?", and, "How is the authority of a text determined?" The texts share a common theme. That is, *we have a shared responsibility to learn from the lessons of the past, and ensure that we live in an equitable, culturally inclusive world, where all people are valued and respected, in the present and into the future.*

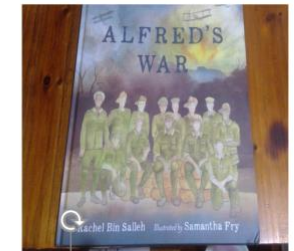
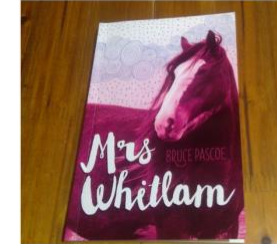
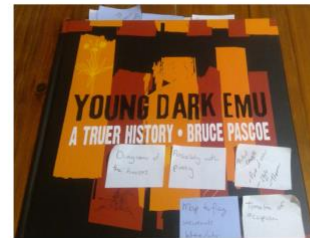
Although primarily English, this unit authentically links to a number of key learning areas:

PDHPE: Evaluates the impact of empathy... (PD 3-3); describes/ practises interpersonal skills to promote inclusion... (PD3-10).

Duration

10 weeks

Detail: 4 lessons a week 40 minutes



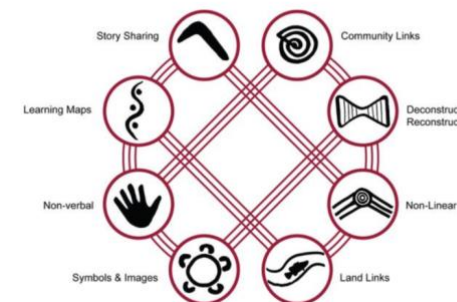
<https://www.smh.com.au/national/captain-james-cook-the-man-a-dour-doer-not-a-tinsel-talker-20200426-p54ncq.html>

NATIONAL HISTORY
OPINION
Captain James Cook the man: a dour doer, not a tinsel talker
Peter FitzSimons
Columnist and author

<https://www.smh.com.au/national/between-the-ship-and-the-shore-the-captain-james-cook-i-know-20200427-p54ni3.html>

OPINION
Between the ship and the shore: The Captain James Cook I know
Stan Grant
Columnist, broadcaster and academic

8 Aboriginal Ways of Learning



<p>History: Describes/ explains...1. significance of events in the development of Australia (HT 3-1), struggles for rights...; 2. differences of people living in Australia over time (HT 3-2); the struggles for rights and freedoms in Australia... (HT 3-4).</p> <p>Geography: Explains connections between people, places, environment (GE 3-2), Compares and contrasts influences on the management of places and environments (GE 3-3).</p> <p>Science and Technology: Plans and uses materials, tools and equipment to develop solutions for a need/ opportunity (ST 3-2DP-T).</p> <p>Creative Arts: Make artworks for a variety of purposes and audiences using different forms and techniques (VAS3.1, VAS3.3, VAS 3.4); sing, play and move to a range of music (MUS 3.1).</p> <p>The cross-curriculum priorities of Aboriginal and Torres Strait Islander histories & cultures and sustainability, and the general capabilities of critical & creative thinking, ethical understanding, literacy and information & communication technology, are also addressed throughout the unit.</p>	<p>The Aboriginal 8 ways of learning are embedded throughout the unit.</p>
<p>Unit overview</p>	<p>History's Hidden Truths</p>
<p>This unit is the result of a proud partnership between School Services Curriculum Advisors, the Maitland and Adamstown regional Aboriginal Education team, Stage 3 teachers and local AECG groups. Through drawing on quality texts, we wish to improve Aboriginal students' academic achievement in English, whilst maintaining their cultural identity. At the same time, we will increase knowledge and understanding of Aboriginal histories and culture in all students.</p> <p>Racism in all its forms is unacceptable. In <i>History's Hidden Truths</i>, we reflect on the values, traditions, events and experiences that show where we've come from, where we are now and provides a context as to where we are headed into a preferred future.</p>	

Outcome

English K-10

EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

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

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

EN3-4A draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts

EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies

EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

Personal Development, Health and Physical Education K-10

PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others

PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

History K-10

HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia

HT3-2 describes and explains different experiences of people living in Australia over time

HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples

Geography K-10

Assessment overview

Assessment for learning:

The unit begins with a pre-test writing task on the theme of inclusion. Students write a personal response to a video, an Australian Storyteller session, Bruce Pascoe. Feedback from this assessment task informs teaching and learning in the unit.

Subsequent class tasks assess developing knowledge, understanding and skills for both English and other KLAs. These tasks provide opportunities for teacher, peer and self- assessment which guides future teaching and learning.

Assessment as learning:

There are ample opportunities for students to play a pro-active role in assessment throughout this unit.

In particular, the teacher guides students in using the Creating Texts strand of the Literacy Learning Progression to construct an assessment rubric for the pre-test. Students use this rubric in peer and self-assessment of the pre-test writing. They then re-use this rubric to peer and self-assess writing in the main assessment task near the end of the unit, charting the improvement they have made since the pre-test and setting the course for further development of writing.

English: Students identify simple, compound and complex sentences in chapter 7, *Mrs Whitlam*, by Bruce Pascoe.

Students write a narrative about the text, *Mrs Whitlam*, at the conclusion of the text, to demonstrate knowledge of narrative structure.

PD, H & PE: Yarning circle- talking about feelings. Chapter 6, *Mrs Whitlam*.

History: In small groups, students jigsaw (deconstruct, reconstruct) the article, *Early Indigenous accounts of Captain Cook paint a different picture of history* (ABC News, 26-4-2020).

Geography: Students articulate changes to their local environment since the occupation of Europeans over the past 200+ years, in discussions with AECG members.

Creative Arts: Students draw a visualisation. Chapter 4 *Mrs Whitlam*. Identifying figurative language in song, *Sunshine on a rainy day*.

GE3-1 describes the diverse features and characteristics of places and environments

GE3-2 explains interactions and connections between people, places and environments

GE3-3 compares and contrasts influences on the management of places and environments

Science and Technology K-6

ST3-2DP-T plans and uses materials, tools and equipment to develop solutions for a need or opportunity

Creative Arts K-6

CA-VAS3.1 investigates subject matter in an attempt to represent likenesses of things in the world

CA-VAS3.3 acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks

CA-VAS3.4 communicates about the ways in which subject matter is represented in artworks

CA-MUS3.1 sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts

Personal Development, Health and Physical Education K-10

PD3-9 applies and adapts self-management skills to respond to personal and group situations

Assessment of learning:

The main 'post-test' task at the end of the unit requires students to:

- write an opinion piece, drawing on persuasive devices that persuade the reader. Students are asked to write their opinion of the landing of Captain James Cook at Kamay (Botany Bay) in 1770.
- students select a theme for their persuasive argument, and make their theme the title of their article.
- although students may outline different peoples' perspectives on the topic, they need to clearly outline their own perspective and why they hold this view.
- students are asked to give their text authority by citing authoritative sources that support up their opinion.

However, this 'assessment of learning' includes elements of assessment 'for' and 'as' learning because it uses peer and self-assessment in the processing of writing and requires students to reflect on their writing and improvements made since the pre-test.

Content

- EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features. (ACELY1709) 🧑🏫 ⚙️
- EN3-9E recognises, reflects on and addresses their strengths as a learner

Stage 3 - Speaking and listening

- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🧑🏫 ⚙️

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

Teaching, learning and assessment

Pre-test task: personal response

Talk about the purpose of a pre-test activity: to determine a starting point to measure skills and to tailor learning to address identified needs. Eg: "In this case we are measuring the English skills of Creating texts (CrT) including Spelling (SpG). However, the unit we've planned is also about other subjects that touch on the topic of racism, so we want to know what you know about the topic at the get go, to ensure that what we do in the unit links to what you already know and is new knowledge".

Jointly construct a rubric which will be used to assess student writing samples, using the Literacy Learning Progressions (CrT 8 p. 37). Aim for a simple Likert scale, so it's quick and easy for students to use to assess their peers' writing, their own writing and identify future learning intentions. Developing the rubric should occur before students attempt the pre-test to support their task completion.

In a yarning circle, brainstorm ideas around the central notion of "*Why storytelling is important*", focusing on the Aboriginal 8 ways of learning, including the Aboriginal oral tradition, learning through narrative.

Watch the video together. Mind-map key ideas presented in the video.

Focus Question
What is racism?

Resources

Essential background reading for teachers:
theconversation.com/9-tips-teachers-can-use-when-talking-about-racism-140837

9 Tips Teachers can use when talking about racism.

Teachers collaboratively discuss this article prior to beginning the unit, so they have a shared understanding of our collective purpose- to address anti-racism (anti=against) with students with the aim of moving through division and misinformation towards positive change.

National Literacy Learning Progressions Creating Texts p34-39.

www.youtube.com/watch?v=iVVb7086Uk8
"Why is reading and storytelling important?"

Story Sharing



Learning Maps



- identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies 🖥️ 👤
- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 👤 ⚙️

Stage 3 - Writing and representing

- present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609) ⚙️ 👤

Stage 3 - Writing and representing

EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

GE 3-2 explains connections between people, places, environment

Stage 3 - Health, Wellbeing and Relationships

How do empathy, inclusion and respect have an impact on myself and others?

Pre-test writing task

Write a personal response to the video, "Why is reading and storytelling important?" including:

- How you feel after watching the video
- List what did/ did not appeal to you
- Comment on some of the ideas presented in the video
- Finish your writing with a personal comment on the ideas presented in the video.

Pre-test writing task: Write a personal response to the video, "Why is reading and storytelling important?"

After completing the personal response, students use the rubric for self and peer assessment to identify strengths and weaknesses of their writing.

Students' identify (3) personal writing goals for this unit, guided by teacher talk and the National Literacy Learning Progressions (NLLP).



What to include in a personal response:

- What you did / did not like about the video and why
- Describe why you did / did not like the video
- Commentary on video

Video: Australian Storyteller Sessions: Bruce Pascoe (30 May, 2019)



Differentiation: A proforma is provided for students requiring additional assistance in completing the pre-test writing task. Students who require scaffolding to complete this writing task may choose to use handout 1a. to plan their writing.

Some students will choose not to use a writing planning proforma and will craft their writing in a way that they choose.

Handout 1a. *Pre-test writing planner*
Handout 1b. *Pre-test writing proforma*

Stage 3 - Speaking and listening

Develop and apply contextual knowledge

- use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) 🗣️ ⚙️
- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🗣️ ⚙️
- identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies 🖥️ 🗣️

Learning hook

Contact AECG to request assistance in sharing knowledge and understanding of cultural knowledge locally. Guest speaker to embed Aboriginal perspectives through story sharing and learning through narrative. Elders and storytellers share life experiences to help all children understand what it was/ is like growing up Aboriginal, both past and present.

Introduce text, *Mrs Whitlam*

Students view and discuss introductory text, the Rebecca Cameron video. In the video, the initial chapter is read, and the main characters are introduced. Additionally, the book title is explained for students (Rebecca Cameron's perspective). Explain to students that this is one person's perspective of the text.

Students discuss/ interrogate what was revealed in the introductory video.

Focus questions:

- *Who is Rebecca Cameron?* (school librarian)
- *Who is Mrs Whitlam and why is it important?*
- *Why do you think the kids in Marni's school are not kind to her?*

Task: students research, "*Who is Mrs Whitlam?*"

Class discuss why the book may be named after her.

8 ways pedagogy- share with others



Contact local AECG group. Have a conversation about the unit and invite a guest speaker to talk about local context and cultural values with students, as an introduction to the unit and to build community links with local AECG or Aboriginal community members.

Rebecca Cameron video:

<https://www.youtube.com/watch?v=ycaeZAE7sNc>

8 ways pedagogy- linking content to local context and processes



Chapter 1. Who is Mrs Whitlam?

Digital links for students to research:

Online Resources

- 'Whitlam, Margaret Elaine (1919 - 2012)', *The Australian Women's Register*, National Foundation for Australian Women, <http://www.womenaustralia.info/blogs/AWE0100b.htm>. Details
- 'Margaret Whitlam', in *Australian Prime Ministers*, <http://primeministers.naa.gov.au/primeministers/whitlam/spouse.aspx>. Details
- 'Mrs Margaret Whitlam, AO', in *University of Western Sydney (UWS): Whitlam Institute*, University of Western Sydney (UWS), 2012, http://www.whitlam.org/gough_whitlam/margaret_whitlam_ao. Details
- 'Margaret Whitlam National Icon Dies Aged 92', in *The Sunday Age*, 17 March 2012, <http://www.news.com.au/national/margaret-whitlam-dies-aged-92/story-e6frfkvr-1226302286954>. Details
- 'Margaret Whitlam Dies, Aged 92', *The Age*, 17 March 2012, <http://www.theage.com.au/national/margaret-whitlam-dies-aged-92-20120317-1vbq4.html>. Details



Stage 3 - Reading and viewing

Respond to, read and view texts

- navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702) **
- summarise a text and evaluate the intended message or theme

Stage 3 - 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) **

PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others

PD3-9 applies and adapts self-management skills to respond to personal and group situations

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

Class reading of text. Each chapter has a different English focus, linked to student learning needs. Teacher to decide how/ when to focus on explicit teaching in relation to each chapter. Some teachers may choose to read the whole text or multiple chapters prior to completing activities. Some teachers may focus on explicit teaching at the end of each chapter. For each class reading session, begin by revising what happened in the text prior, through class discussion.

Student reading log

Students keep an individual reading log in their books to reflect on the text and unit as it develops. Students write an entry into their reading log after they read each chapter. 2-3 students share their log with the class at the conclusion of each chapter. Suggest a good place for reading log is the back of students' English book.

Building vocabulary

There is technical language related to horses throughout this text. Suggest a class chart where words are displayed on a diagram and new, unfamiliar vocabulary is added as students progress through the text (useful writing scaffold).

Chapter 1. Building character.

Character is an important concept in narrative as a driver of action/s function of plot/s, to position the reader and/ or represent a theme. We ask ourselves when considering character, "What does the character in the text do, say and think?"

Main text, *Mrs Whitlam* by Bruce Pascoe

Suggested layout for student reading log:

Time/ Date	Content	Comments/ reflection



https://commons.wikimedia.org/wiki/File:Points_of_a_horse.jpg



Teacher resource for teaching character:

<http://englishtextualconcepts.nsw.edu.au/content/character>

- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🧑🏫 ⚙️

Stage 3 - Grammar, punctuation and vocabulary

Understand and apply knowledge of language forms and features

- understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)
- understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523) ⚙️

Stage 3 - Writing and representing

- compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics 🖨️

Stage 3 - Health, Wellbeing and Relationships

Focus questions:

- What do we learn about the main character in this chapter?*
- What do we learn about the characters from the dialogue?*

In small groups, students role- play chapter one.

Begin a vocabulary chart on horse technical language that will be added to throughout the text.

Chapter 2. Text organisation

Students identify noun groups, verb groups and figurative language from a photocopied segment of text. See handout 2.

Chapter 3. Context

Discuss audience and purpose of text. Students identify field, tenor, and mode through discussion.

- Field-** *What's going on. Doings and happenings (processes), who or what is involved (participants), circumstances in what they are taking place (where and when).*
- Tenor-** *roles of participants and their relationships*
- Mode-** *channel of communication*

Class discussion about events in story.

Focus questions:

- Are there examples of racism in this chapter? What are they and why do you say this?*
- How do events in this chapter make you feel?*

Handouts 3a and 3b. Nominalisation.

Task: work through handouts together (explicit teaching and whole class discussion).

Chapter 2.

Handout 2. Teacher notes. Excerpt from text. Identifying text features of:

- noun groups,
- verb groups,
- examples of figurative language.

Chapter 3.

field- Marni is riding Mrs Whitlam and a group of boys are harrassing her.

tenor- Boys from Marni's school. They are not friends
mode- oral speech written down (spoken like text-conversation), interspersed with colloquial language.

Teacher notes: **Spoken texts** have shorter, less complex words and phrases (than written text). They have fewer nominalisations, more verb based phrases, and a more limited vocabulary. **Spoken texts** are lexically less dense than written language.



Deconstruct
Reconstruct



Non-Linear

Learning Maps



Handouts:

- 3a. nominalisation explained
- 3b. from spoken to written text

- identify how personal strengths and qualities contribute to identity and inform views s 🧑🏻🧑🏻
- distinguish different types of relationships and their diversity, eg families, friendships 🌐
- explore the factors that influence how individuals interact and the personal choices they make, eg body image, gender stereotypes and expectations, rights and responsibilities in relationships s 🌐 🧑🏻🧑🏻

CA-VAS3.1 investigates subject matter in an attempt to represent likenesses of things in the world

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Stage 3 - Spelling

- understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1513, ACELA1514, ACELA1526)
- understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)

Stage 3 - Health, Wellbeing and Relationships

- How do empathy, inclusion and respect have an impact on myself and others?
 - discuss how personal and cultural identity can change over time, eg influence of media s 🌐 🧑🏻🧑🏻
 - discuss how Aboriginal and/or Torres Strait Islander Peoples engage with diverse world views 🌐 🧑🏻🧑🏻

Chapter 4. Character and comprehension

Investigate Mr Marriner together.

Focus questions:

- *Discuss Mr Marriner. What is he like?*
- *What does it mean when Mrs Whitlam strode through the water, "as proud as a queen"?*
- *How does Marnie feel when she said, "I was pretty full of myself" ?*
- *What is "rouge behaviour"?*

Task- Students complete a visualisation (drawing) of the scene. Teacher reads slowly, first two paragraphs of chapter 4 and students sketch in their books. Allow students time to complete a quality drawing.

Refer handouts 4a. visualisation task. 4b. Peer assess marking rubric.

Chapter 5. Spelling (morphology)

Morphology: how words change forms through adding prefixes, suffixes; word endings; compound words. Explicit teaching of common prefixes and suffixes that assist students to spell/ determine meaning of unknown words. Explicit teaching of free and bound morphemes. p.27- example of personification. Can students locate it? (clocks)

Task- Spelling morphology competition to see who can find the most examples of morphology in chapter 5. In pairs, students undertake a chapter 5 word hunt. Students look for, and record words containing prefixes, suffixes; word endings (ed, ing, es, s); and compound words. Record words in spelling books. The pairs who find the most words are winners in a set timeframe (10 minutes?) All words located are recorded in spelling books. Finish with a discussion about the importance of

Chapter 4.

Students draw a visualisation of text...first two paragraphs of chapter 4. Handout 4a. Peer assess task using Handout 4b. Visualisation rubric.



8 ways pedagogy- draw it

Handout 4a visualisation task

Handout 4b peer assess marking rubric

Chapter 5.

Common lists of prefixes and suffixes:

<https://www.myenglishteacher.eu/blog/prefixes-suffixes-list/>

Bound and free morphemes (teacher resource):

<https://bit.ly/3h4sRzY>

8 ways pedagogy- share with others

Stage 3 - Health, Wellbeing and Relationships

- discuss how appropriate emotional responses can have an impact on relationships, eg empathy, excitement, happiness s 🧑🏻🧑🏻
- explore contextual factors that influence the expression of emotions, eg peer pressure, cultural norms, gender expectations s 🧑🏻🧑🏻

Stage 3 - Grammar, punctuation and vocabulary

- understand the difference between main and dependent/ subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507) ⚙️
- experiment using a range of language features, eg connectives, topic sentences, active and passive voice and nominalisation
- identify a variety of connectives in texts to indicate time, add information, clarify understanding, show cause and effect and indicate condition/concession
- experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail
- use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts

morphology in spelling and determining meaning in unknown words.

Chapter 6. Talking about feelings

Focus questions:

- *Marnie was "breathless with tension" p.30. What does this mean and why?*
- *What do you think motivates Indie Moorehouse to treat Marnie in this way? Discuss.*
- *How would you feel if a parent didnt want you? How did she feel as a result? How did this impact Indi's behaviour towards others?*
- *What is Mr Marriner telling the reader about Marni's family? (p.33)*

Task- New vocabulary: "wove stolidly" (p.31), botfly. Students find meaning of these words.

Chapter 7. Sentence complexity

Explicit teaching of sentence complexity on electronic whiteboard (modelled, guided, independent activity).

Provide resources for students.

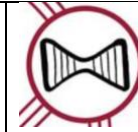
Handouts:

1. 7a complex sentences
2. 7b prepositions
3. 7c conjunctions and connectives

Work through handouts together. Highlight key words. Keep in an accessible place for ongoing use (eg: plastic sleeve, under desk)

- Revise noun group, verb group, clause, adverbial, adjectival
- Revise simple, compound, complex sentences from a functional view. :

1. Example (p.36)



Deconstruct
Reconstruct

Learning Maps



Chapter 6. No additional resources required.

8 ways pedagogy- take it outside. Form a yarning circle (talking stick?) for this activity: talking about feelings.



Story Sharing

Chapter 7.

Board of Studies (2012) English K-6 Syllabus. (p. 147, 130)

NAPLAN writing marking guide (teacher resource)
https://www.nap.edu.au/_resources/Amended_2013_Persuasive_Writing_Marking_Guide_-With_cover.pdf (p.93)

Video for students to clarify the difference between simple, compound and complex sentences (if required- differentiated learning activity):

<https://www.youtube.com/watch?v=pyVfspf-qlc>

Handouts:

1. 7a complex sentences
2. 7b prepositions
3. 7c conjunctions and connectives

Common pronouns:

Instead of constantly repeating a noun, we can replace it with a pronoun. eg:

- I, me, we, us;

Stage 3 - Grammar, punctuation and vocabulary

- understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts

Task- Chunk sentence for meaning. Teacher models on IWB. Students record in books. Talk through each chunk of meaning together.

I / just stared / at my plate.

I (who/ what)

just stared (verb group)

at my plate (preposition + noun group)

2. Example (p.35)

It / would be / the biggest adventure / I had ever been on.

It (who / what, personal pronoun)

would be (verb group)

the biggest adventure (noun group)

(that) I had ever been on (adjectival dependent/ subordinate clause, "that" is ellipsed in the sentence)

Task: Students "notice" simple, compound and complex sentence in chapter 7 together.

Focus question

Why is this sentence simple, compound, complex?

Task: Write the sentence, *Mr Marriner was on my case.*

Build complexity by adding one or more:

- adjectival dependent clause
- adverbial dependent clause
- non-finite dependent clause

Chapter 8. Understanding empathy, inclusion, respect

Discuss the two main events in this chapter:

1. In the science lesson with Mr Gianerelli
2. Marni's chat with her friend during lunch.

- you;
- he, she, it, him, her, they, them.

8 ways pedagogy: watch first, then do

Support resources for this activity:
7a, b, c.

Handouts

7a types of sentence complexity

7b prepositions

7c conjunctions



Learning Maps



Deconstruct
Reconstruct



Story Sharing

Share sentences with the class. The important part of this activity is students articulating why sentences are complex.

Stage 3 - Reading and viewing

- understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611) ✨

Stage 3 - Speaking and listening

- understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515) 🗍️ 🗍️

Stage 3 - Health, Wellbeing and Relationships

- Students examine factors that influence identity and behaviour. They investigate strategies to manage the changes associated with puberty and seek help. Students practise skills to establish and maintain caring and respectful relationships. Students explore the influence of emotional responses on relationships

Task- In small groups, students act out these scenes (choose one). Few groups perform for class. Discuss how they felt as characters in the narrative.

Chapter 9. Figurative language

Class revise figurative language together.

Task- In pairs, students locate and identify types of figurative language in chapter 9. Record and share.

Record native fauna listed in chapter.

Focus question:

- Why is the native fauna significant to the story?*

Task- find out about native fauna in school playground

Chapter 10. Aboriginal 8 ways

8 ways- importance of family

Task: discussion about the importance of family based on what is in text:

- Why is Uncle Binny's speech different to that of the other characters? eg: "First eye- woman. That's the lore!" (synonym law/ lore)*
- What does he mean about, "... Woman's eye"*
- Why did Aunty Veronica insist that Marni says goodbye to her uncle?*
- What does the banter between aunty Veronica and Uncle Binny tell us about their relationship?*
- What does Uncle Binny mean when he says, "This Elder would appreciate another type of beverage every now and then".*
- How do you see the role of the matriach (Aunty Veronica, Marni's mum in the family) in this text?*

Chapter 8. No additional resources required.

8 ways pedagogy: story sharing



Chapter 9. Video to revise figurative language (if required- differentiated learning activity):

<https://study.com/academy/lesson/figurative-language-lesson-for-kids-definition-examples.html>

Chapter 10 background information for teacher

8 ways pedagogy: take it outside

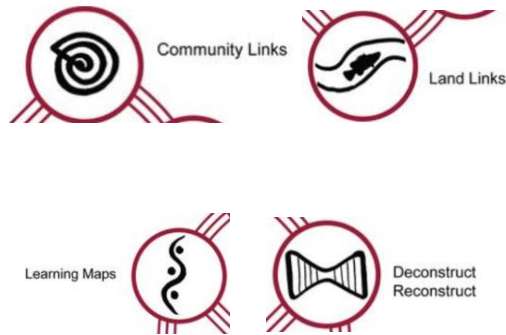
Aboriginal dialects- different social and geographical dialects (eg: Uncle Binny). Part of Aboriginal languages, different grammar structures. Aboriginal languages are traditionally oral.

Uncle Binny is regarded as an Elder- children are taught to pay respect. Knowledge is passed from Elder to community as this is how knowledge is handed down from generation to generation. Mothers, aunts have an important nurturing role and they ensure everyone adheres to rules.

Why were Aunt Veronica's kids dressed the same? (a question for the class to ponder... we are not told why).

The term, "mother" also refers to Mother Earth as Aboriginal people respect Mother Earth as she provides everything for survival and they are guided by the seasons etc. This is further evidence of Aboriginal peoples' connection to land and should be discussed.

EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies



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

EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

Chapter 11. Sentence structure continued...

Task: Students write a text innovation on the sentence, "You could see the surf crashing through a gap in the bowl" (p.55)

a. Chunk for meaning

You / could see / the surf / crashing / through a gap in the bowl.

You (who / what, personal pronoun)

could see (verb group)

the surf (noun group)

crashing (verb group)

through a gap in the bowl (dependent/ subordinate adverbial clause telling where, beginning with preposition "through")

b. Students write a sentence, changing the noun groups and dependent adverbial clause, but keeping the meaning of the text.

eg: **Marni could see the ocean thundering towards the curving sand dunes on the beach.**

(point out the change from first to third person narrative by changing the subject from *I* to *Marni*)

Focus question

Why is this sentence complex?

Chapter 12.

Revise narrative structure as it relates to this text

- orientation
- series of events
- complication
- resolution
- coda

LORE: What Aboriginal people live by

- L= love
- O= own
- R= respect
- E= earth



 Sand bowl

Chapter 11.

Students may need handouts from chapter 7 as a scaffold to refer to here.

Differentiation- students select a range of sentences from text to innovate on independently or in pairs. Teacher works with students requiring additional explicit teaching of innovating on text. Modelled, guided, independent writing activity. Students share new sentences with peers.

Chapter 12. revise narrative structure

Handout 16a. We will be using this sheet for chapter 16 so collect it. The activity in this chapter (story map/ identifying parts of narrative in text) sets students up for success in formative assessment task, following chapter 16.

CA-VAS3.1 investigates subject matter in an attempt to represent likenesses of things in the world

EN3-1A understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification in narratives, shape poetry, songs, anthems and odes (ACELT11611)

- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🧑🏫 ⚙️

GE 3-2 explains connections between people, places, environment

Stage 3 - Health, Wellbeing and Relationships

How do empathy, inclusion and respect have an impact on myself and others?

In pairs, students identify the complication in this chapter and the resolution. Share their perceptions with class. Draw a story map of the text so far, outlining the orientation, series of events, complication, resolution.

Chapter 13, 14, 15. Deep discussion about story.

Chapter 13. Figurative language

Task- unpack these terms focusing on meaning. Students record terms and their meaning in books, through collaboration:

- "made a big fuss of me" (p.65)
- "every minute was precious" (p.65)
- "thinkin' about the golden boy" (p.66)
- "grow up too fast" (p.66)
- "go mooning after some boy"(p.66)
- "Maggie's coat blazed like copper burning in the sun" (simile) (p.66)
- "One of the few jobs they let a blackfella have in the old days" (p.67)

Chapter 14. Focus on meaning/ theme

Task- reread discussion between George and Marni (p.70. 71). This may be a good role play in which students act out the scene below (in pairs, *Marni* and *George*).

"Hey, you know, is your family... umm, is your family Aboriginal?"

"Yeah", I replied, surprised by the sudden change in conversation.

"I thought you guys were Indian or something like that".

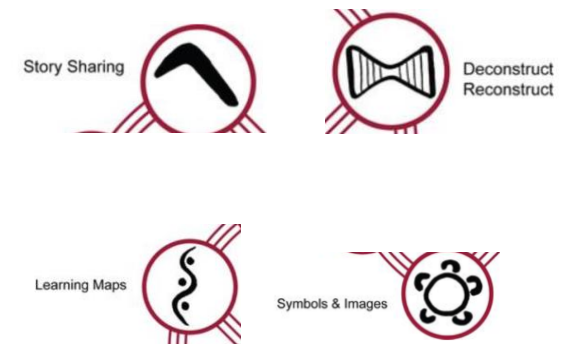
"Nup, we're one hundred percent Australian".

Chapter 13.

Figurative language in text to unpack and discuss.

NB "**One of the few jobs they let a blackfella have in the old days**" is about the changing face of the workforce. Dad has been superseded. Discuss jobs that have disappeared and why.

Focus on character and what dialogue tells about them. *What do you think dad means by this statement? Is this statement linked to racism? If so, how?* (Discuss)



Chapter 14.






- Students reread and act out this passage.
- They are discussing how it feels to occupy the skin of a (two) character/s in the text (Marni and George).
- Identify the vocabulary and dialogue that tells us how the characters are feeling together.

Example of intertextuality- Sally Morgan shared in her autobiography, *My Place* (1987) that she was told by her family that they were Indian growing up in Australia, to hide her Aboriginal heritage.


Discuss: *What do you think may have prompted Sally Morgan's family to hide their Aboriginal heritage?*

PD3-10 selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

Stage 3 - Health, Wellbeing and Relationships

- identify how personal strengths and qualities contribute to identity and inform views 
- distinguish different types of relationships and their diversity, eg families, friendships 
- explore the factors that influence how individuals interact and the personal choices they make, eg body image, gender stereotypes and expectations, rights and responsibilities in relationships   

Stage 3 - Writing and representing

- compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics 
- EN3-9E recognises, reflects on and addresses their strengths as a learner

"Well, my grandparents came from Greece. What does that make me?" he asked with a laugh.

I nearly said good looking but stopped myself just in time.

"Um, do you want to come around for a barbeque to our place on Saturday?"....

Focus question

- *How did you feel when you were acting in these character roles?*
- *What did you learn about the characters that you did not already know?*

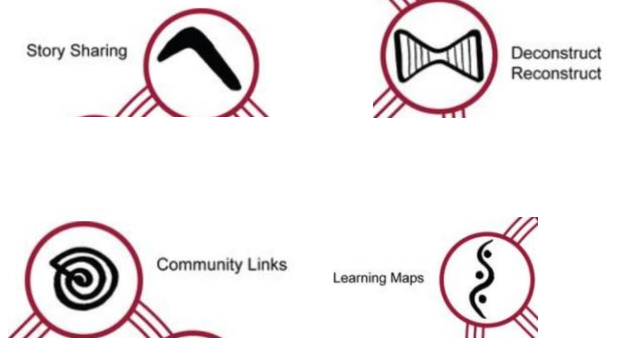
Chapter 15.

In this chapter Marni shares her first date with George. What was the setting? Who were the main characters? Briefly retell the main events to a partner. Discuss. Record in reading log.

Chapter 16. Narrative structure. Orally identify and brainstorm the narrative structure of text, *Mrs Whitlam* by Bruce Pascoe, including:

- title
- orientation
- complication or problem
- series of events
- resolution
- coda (reflect on what the story means to them)

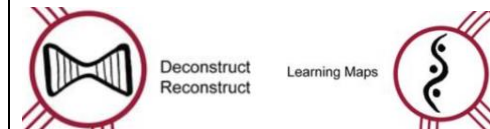
Students write/ digitally produce a narrative about the text, *Mrs Whitlam* by Bruce Pascoe. Students use their pre-test rubric (that they collaboratively developed for the pretest task) to self- assess and peer- assess their writing/ multimodal/ digital texts.



Chapter 16. Formative assessment task: narrative structure.




Planning proforma is provided for students requiring additional assistance in completing narrative formative assessment writing task. Some students may choose not to use this scaffold as they are confident in narrative structure and may find it restrictive, or they choose to produce a multimodal/ digital text (differentiated activity).

- Handout 16a. *Formative assessment narrative writing planner (targeted for students who require additional support in narrative writing).*
- Handout 16b. *Narrative proforma. (Some students may choose to produce a multimodal/ digital text)*



Stage 3 - Speaking and listening

Develop and apply contextual knowledge

- understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)   
- recognise how aspects of personal perspective influence responses to text

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

- Compare and justify the ways in which spoken language differs from written language according to purpose, audience and context
- recognise how aspects of personal perspective influence responses to text.

Investigating persuasive texts

Task: Individual research. Think- pair- share activity.

Focus question

- *Who is Peter Fitzsimons?*

Students discuss findings.

Introducing authority

Teacher led talk: Discuss whether he (Fitzsimons) may be a credible (believable) source of information. Does this composer have authority? He is a popular author, written many history books about Australia...

Read the text together. Explain the metaphor of a dinner party. At Fitzsimons' dinner party are all the characters from his books. Audience? Purpose?

Identify persuasive devices in text together.

Task: (small group research task). Students, in pairs or threes, make a list of the people at Fitzsimons' mythical dinner party and find out why each are famous? Report back to group

Task: In same groups, student discuss what they think the opinion piece by Peter Fitzsimons is about.

Focus questions

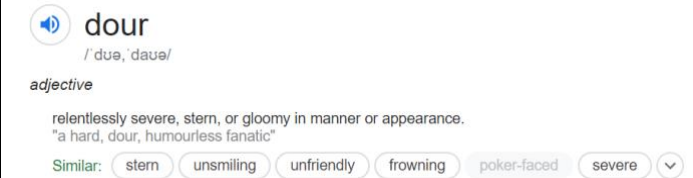
- *What is Peter Fitzsimons' perspective on Captain James Cook?*
- *How do you know?*
- *What evidence does he give (authority) on which to base his views?*
- *What are your thoughts on the opinions piece by Fitzsimons?*
- *Do you have an opinion here you wish to share?*
- *Comment on Fitzsimons' author style.*

Teacher selects a few groups to share with class.

Teacher notes: perspective handout 1.

Students locate article, *Captain James Cook the man: a dour doer, not a tinsel talker*

<https://www.smh.com.au/national/captain-james-cook-the-man-a-dour-doer-not-a-tinsel-talker-20200426-p54ncq.html>





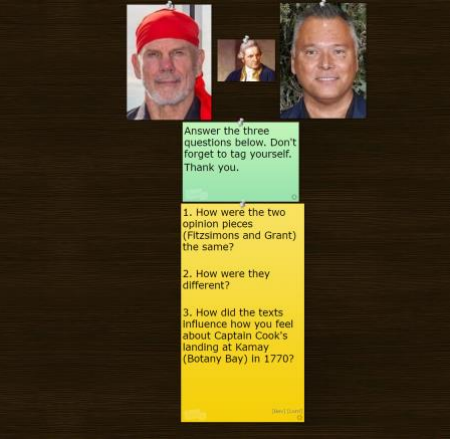
The screenshot shows a dictionary entry for the word "dour". It includes a speaker icon, the word "dour", its phonetic transcription "/ˈdʊə, ˈdaʊə/", and the part of speech "adjective". The definition is "relentlessly severe, stern, or gloomy in manner or appearance." and a quote: "a hard, dour, humourless fanatic". Below the definition are "Similar:" buttons for "stern", "unsmiling", "unfriendly", "frowning", "poker-faced", and "severe".



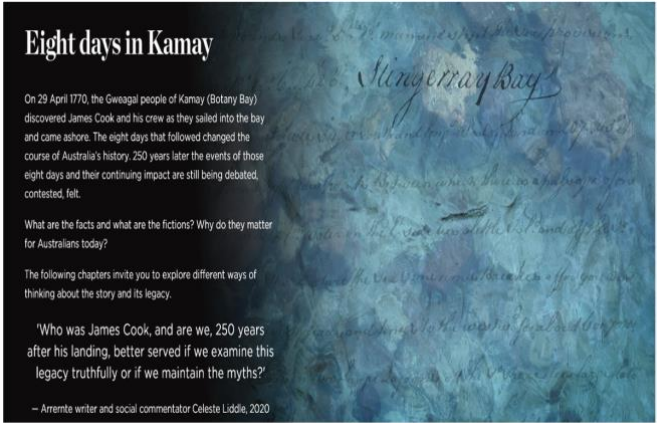






Persuasive devices evident in Fitzsimons' opinion piece:

- word chains and repetition eg. spending days, weeks... trawling through diaries, letters, logbooks...
- embellished noun groups eg. "*the most mythological figure in Australian history*"
- Use of connectives to give alternate views eg. "*while many like me..., some..., and far from being..., In sum, ...*"
- Strong statements of belief eg. "*neither portrayal is even remotely close to the truth...*"
- Citing other sources to back up his argument, making it more credible eg. "*Even James Boswell, the great British diarist...*"
- Use of figurative devices eg: *metaphor of dinner party, dour doer, tinsel talker* (he implies Cook was really somewhere between the two).

	<p>Task: students record their opinion on the article in their individual reading logs.</p>	<p>Differentiated learning: small group research task. More able researchers/ readers paired with less able researchers/ readers to maximise peer support.</p>
<p>Stage 3 - Speaking and listening</p> <ul style="list-style-type: none"> identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies 🖥️ 👤 Develop and apply contextual knowledge compare and justify the ways in which spoken language differs from written language according to purpose, audience and context participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 👤 ⚙️ <p>Stage 3 - Writing and representing</p> <ul style="list-style-type: none"> explore and analyse the effectiveness of informative and persuasive devices in texts ⚙️ 	<p>Investigating persuasive texts cont.</p> <p>Task: Class watch Stan Grant racism debate. Students record 3 main points that resonated with them from the video.</p> <p>Focus question</p> <ul style="list-style-type: none"> Who is Stan Grant? What does he stand for? What are his main messages? <p>Class discussion about main points raised by students from the video.</p> <p>Focus question</p> <ul style="list-style-type: none"> Moving forward, what do we need to do together? <p>Revisiting authority in texts</p> <p>Teacher led talk: Discuss whether he (Stan Grant) is a credible (believable) source of information. Does this composer have authority? He is an Indigenous columnist, broadcaster and academic.... Audience? Purpose?</p> <p>Read the text together. Explain the metaphor of <i>between the ship and the shore</i>. Where were Stan Grant's relatives when Cook sailed into Botany Bay in 1770?</p> <p>Identify persuasive devices in text together.</p> <p>Task: (small group collaborative task). Students, in pairs or threes, make a list of the key points made by Stan Grant in his opinion piece. Report back to group.</p> <p>Task: In same groups, students discuss what they think the opinion piece by Stan Grant is about.</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Story Sharing</p> </div> <div style="text-align: center;">  <p>Community Links</p> </div> </div> <p>Stan Grant racism debate (8.35 minute video) https://www.countryneedspeople.org.au/stan_grant_confronts_racism</p> <p>Teacher notes: perspective handout 2.</p> <p>Students locate article, " <i>Between the ship and the shore: The Captain James Cook I know</i>". https://www.smh.com.au/national/between-the-ship-and-the-shore-the-captain-james-cook-i-know-20200427-p54ni3.html</p> <p>Persuasive devices evident in Grant's opinion piece:</p> <ul style="list-style-type: none"> strong statements of belief eg. "<i>Black and White Australians enter this modern nation Australia differently</i>" Links to his own family eg. "<i>My ancestors...</i>" (authority) Strong statements of belief eg. "<i>Australia is among the richest, most democratic and diverse nation on earth</i>". "<i>Fitzsimon's claim is ludicrous...</i>" that persuade. Emotive language eg. "<i>My blood stood on that shore</i>", "<i>Before Cook even stepped ashore, he had shed Aboriginal blood</i>". Cites perspectives that differ to his own eg. <i>Fitzimons, Dalton</i>.

	<p>Focus questions</p> <ul style="list-style-type: none"> ▪ <i>What is Stan Grant's perspective on Captain James Cook?</i> ▪ <i>How do you know?</i> ▪ <i>What evidence does he give (authority) on which to base his views?</i> ▪ <i>What are your thoughts on the opinions piece by Stan Grant, and his perspective on Captain James Cook?</i> ▪ <i>Do you have an opinions here you wish to share?</i> ▪ <i>Comment on Stan Grant's author style.</i> <p>Teacher selects a few groups to share with class. Task: students record their opinion on the article in their individual reading logs.</p>	<ul style="list-style-type: none"> ▪ Use of figurative devices eg. use of metaphor "<i>The grievance of history poisons the soul</i>", "<i>a nation caught between the ship and the shore</i>".
<p>Stage 3 - Speaking and listening</p> <ul style="list-style-type: none"> • use appropriate metalanguage to identify and describe relationships between and among texts ▪ participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🧑🏫 ⚙️ ▪ identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies 🖥️ 🧑🏫 <p>Stage 3 - Reading and viewing</p> <ul style="list-style-type: none"> ▪ compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708) ⚙️ 🖥️ 	<p>Comparing different perspectives across texts</p> <p>Task: Class brainstorm activity</p> <ul style="list-style-type: none"> ▪ <i>Discussing Fitzsimons' perspective.</i> ▪ <i>Discussing Grant's perspective.</i> ▪ <i>Consider the authority of both texts.</i> ▪ <i>Consider the language devices used by both composers.</i> ▪ <i>Did you notice any differences in author style?</i> <p>Task: Students individually post a sticky on electronic bulletin board. linoit.com/users/lorribev/canvases/Perspective Students respond to the questions below...</p> <p>Focus questions</p> <ul style="list-style-type: none"> ▪ <i>How were the two opinion pieces (Fitzsimons' and Grant's) the same?</i> ▪ <i>How were they different?</i> 	<p>Linoit electronic bulletin board link: linoit.com/users/lorribev/canvases/Perspective</p> 

<ul style="list-style-type: none"> analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) ** use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) ** recognise how aspects of personal perspective influence responses to text 	<ul style="list-style-type: none"> <i>How did the texts influence how you feel about Captain Cook's landing at Kamay (Botany Bay) in 1770?</i> <p>Students complete the brainstorm using an electronic bulletin board.</p> <p>Compare and contrast students' responses to two opinion pieces.</p> <p>Task: In reading log, students record their perspective of events in 1770. (No need to share their personal responses as this is part of the unit post-test writing activity- setting students up for success).</p>	 
<p>Stage 3 - Reading and viewing</p> <ul style="list-style-type: none"> recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511) ** <p>Stage 3 - The Australian Colonies</p> <ul style="list-style-type: none"> What do we know about the lives of people in Australia's colonial past and how do we know? What were the significant events and who were the significant people that shaped Australian colonies? <p>HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia</p> <p>HT3-2 describes and explains different experiences of people living in Australia over time</p>	<p>Navigating an on-line digital text</p> <p>Teacher introduces 8 days in Kamay digital resource to class on IWB.</p> <p>https://www.sl.nsw.gov.au/stories/eight-days-in-kamay/introduction/1</p> <p>Task: in small groups, students peruse the resource. There are 8 chapters in the digital text. Students report back to the class what they learned (navigating the text).</p> <p>Task: students focus on chapter 7 of text, "Perspective and power". In small groups, students discuss ...</p> <p>Focus questions</p> <ul style="list-style-type: none"> <i>What was William Dampier's perspective on Aboriginal people in 1697?</i> <i>How do we know?</i> <i>Do you think the explorer William Dampier (1697) influenced James Cook's perspective of Aboriginal people prior to landing at Kamay in 1770?</i> <i>If so, how?</i> <p>Task- student respond individually to these questions in their reading logs, based on what they learned in chapter 7 of the digital text, <i>8 days in Kamay</i>.</p>	<p>8 days in Kamay digital text resource</p> <p>https://www.sl.nsw.gov.au/stories/eight-days-in-kamay/introduction/1</p>   

	<p>Task- Students provide oral feedback to a peer based on their written responses in reading logs. (write-pair-share-discuss)</p>	
<p>CA-MUS3.1 sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts</p> <ul style="list-style-type: none"> ▪ EN3-6B understand, interpret and experiment with sound devices and imagery, including simile... in narratives, songs and odes. 	<p>Theme</p> <p>Task- students locate and enjoy two contemporary songs by Aboriginal performer Christine Anu.</p> <ul style="list-style-type: none"> ▪ <i>Sunshine on a rainy day</i> (theme: human spirit overcoming adversity) L.O.R.E. ▪ <i>My Island Home</i> (importance of country) <p>Locate the lyrics of the songs. Look for examples of figurative language in lyrics together. Discuss what each song is about (theme). Enjoy singing the songs. Suitable assembly item? Add instruments?</p>	<p>Sunshine on a rainy day (video Youtube) https://www.youtube.com/watch?v=TTaHllqsXmk lyrics bit.ly/318bWqO My Island Home (video Youtube) https://www.youtube.com/watch?v=OSFGK9HIEto lyrics bit.ly/37U515D</p> 
<p>Stage 3 - The Australian Colonies</p> <ul style="list-style-type: none"> ▪ What do we know about the lives of people in Australia's colonial past and how do we know? ▪ How did colonial settlement change the environment? <p>Stage 3 - Factors that Shape Places HT 3.2, HT 3.4</p> <p>Students investigate how people change the natural environment in Australia and other places around the world. They also explore how the environment influences the human characteristics of places.</p> <p>GE3-1 describes the diverse features and characteristics of places and environments GE3-2 explains interactions and connections between people, places and environments</p>	<p>Historical site study</p> <ul style="list-style-type: none"> ▪ Walk around local area (if relevant). ▪ Identify evidence of Aboriginal occupation in collaboration with local AECG member/s. ▪ Talk about what we know about the lives of people in the local area prior to European occupation, so students have an understanding of how colonial settlement changed the local environment. ▪ If excursions are not feasible, teachers should ask for AECG support or seek local Aboriginal community members to talk to students, show slides and pictures so students can experience stories and sites from their local area. Aboriginal knowledge is important and should be shared locally. 	<p>Teachers are requested to make contact with their local AECG group to source local people who have the knowledge of Aboriginal settlement in the local area, and whom may be available to share this knowledge with students.</p>  <p>Photos <i>Local sacred sites, Waranuah lands.</i> Phil Cliff, Maitland (2020).</p>

- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🧑🏫 ⚙️
- identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies 🖥️ 🧑🏫

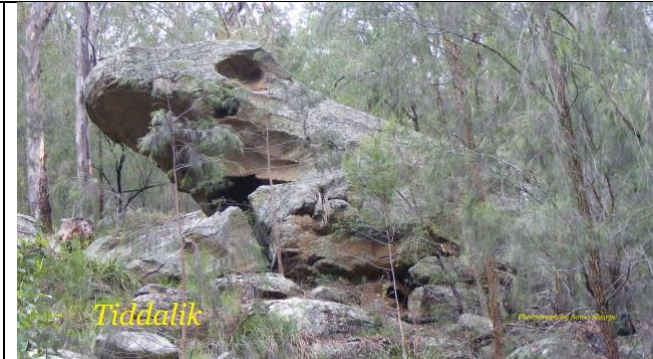
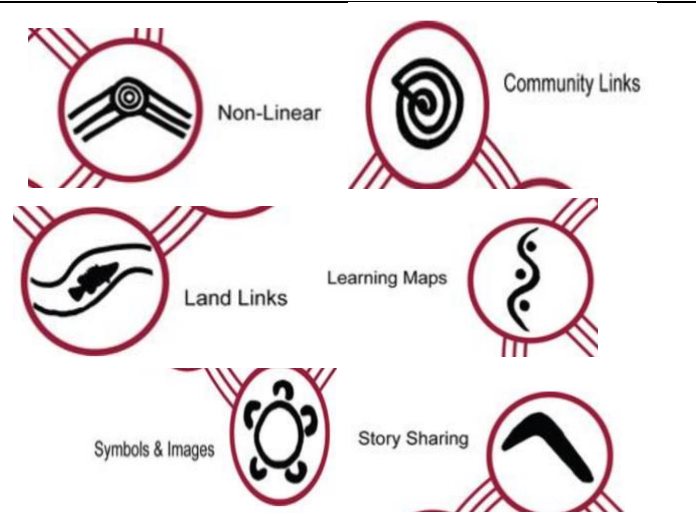


Photo *Tiddalik* Sonia Sharpe, Cessnock (2020).

Stage 3 - Speaking and listening

- understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515) 🗣️ 🌐 🧑🏫

Stage 3 - Speaking and listening

Respond to and compose texts

- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🧑🏫 ⚙️
- identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies 🖥️ 🧑🏫

Stage 3 - Writing and representing

- explore and analyse the effectiveness of informative and persuasive devices in texts ⚙️

Young Dark Emu

Introduce text, *Young Dark Emu* by Bruce Pascoe, a junior version of the award-winning adult text, *Dark Emu* by Bruce Pascoe. In these texts, the composer, Bruce Pascoe, describes Australia as it was prior to colonisation, in doing so providing a different perspective Australia, prior to the arrival of the British. It was believed until fairly recently that Aboriginal Australians lived a nomadic life prior to European settlement. In the text, the composer seeks to persuade us, through a range of language devices, evidence and artefacts, that this generally held view of history, is inaccurate.

Hook

Bruce Pascoe shared in his initial interview that people of European descent look to the sky and see the stars BUT Aboriginal people look to the sky and see the spaces between the stars... (different perspectives?)

Emu Dreaming, details the shape between the stars. The Milky Way and other heavenly bodies have been inspiration for a rich aboriginal culture that "westerners"

Emu in the sky video (2 minutes)

<https://www.youtube.com/watch?v=LzFYFutiwoA>

See more

Home - Australian Indigenous Astronomy
Aboriginal and Torres Strait Islander Astronomy The First Nations cultures of Australia - Aboriginal and Torres Strait Islanders - speak over 250 distinct languages and stretch back for over 65,000...
www.aboriginalastronomy.com.au



Lorraine Beveridge 6/17 8:35 PM

This video helps us to understand Bruce Pascoe's words (*Young Dark Emu*, 2019, p73), "Europeans stare at the stars, but Aboriginal people also see the spaces in between where the Spirit Emu resides."

- compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues 🌿
- use increasingly complex research data from print and digital sources to compose short and sustained texts 🛠️💻

Stage 3 - Reading and viewing

- recognise and compare how composers use a range of language features, including connectives, topic sentences and active and passive voice, to achieve their purposes
- identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524) 📊

CA-VAS3.1 investigates subject matter in an attempt to represent likenesses of things in the world

CA-VAS3.3 acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks

CA-VAS3.4 communicates about the ways in which subject matter is represented in artworks

VAS3.3, VAS 3.4 Make artworks for a variety of purposes and audiences using different forms and techniques communicates about the ways in which subject matter is represented in artworks VAS3.3, VAS 3.4

(Pascoe) should appreciate as bridges towards mutual understanding and reconciliation.

Task- Watch video

<https://www.youtube.com/watch?v=LzFYFutiwoA>

Students retell the Emu in the sky traditional knowledge story, as told by Ben Flick (orally). Record retelling in reading log (writing).

Class reading of text. Teacher to decide which chapters they choose to focus on in the text, depending on time available, and the learning needs and interests of their students. Suggestions include:

-Visual grammar throughout the text, including

- Aboriginal symbols
- modality
- framing
- salience
- layout
- demand/ offer

Task: Students visit a virtual Art Gallery. Discuss the Aboriginal artworks and the stories they tell.

- Choose an Aboriginal artwork. Share artwork, artist with the class and the story that accompanies the artwork.
- Students make a TEAMS drive to form an Aboriginal art exhibition, display the artworks they chose and the stories they wrote to accompany them, to share across the school/ community.
- Students create an artwork themselves, that tell a story. Add artworks to virtual art gallery on TEAMS drive, to share widely.

Other chapters in text that specifically support the teaching of the unit, *History's Hidden Truths*.



Photo *Harvest calendar* Lorri Beveridge. Jabiru, (2019).

Teacher resources to teach visual grammar in text: English K-6 syllabus glossary p. 128



- *framing*- what makes the image stand out from the text. The way elements are arranged. Strong framing- sense of enclosure, weak framing- sense of openness.
- *salience*- what stands out the most in the image/ what catches your eye, emphasising what's important in a text.
- *modality*- whether the image looks real/ not real eg: photo- high modality, cartoon- low modality, aspects of language that form a particular perspective.
- *layout*- spatial arrangement of print/ graphics on a page/ screen, including font, illustrations, captions, labels etc.

Additional teacher resource to teach visual grammar: Callow, J. (2013). *The shape of texts to come*. PETAA.







Aboriginal symbols:

bit.ly/37QoILG



<p>Science and Technology: Plans and uses materials, tools and equipment to develop solutions for a need/ opportunity (ST 3-2DP-T).</p> <p>HT3-2 describes and explains different experiences of people living in Australia over time</p> <p>Geography: Explains connections between people, places, environment (GE 3-2), Compares and contrasts influences on the management of places and environments (G E 3- 3).</p> <ul style="list-style-type: none"> ▪ Students examine ways people influence the characteristics of places, including the management of spaces. ▪ Students explore the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact of bushfires in the future. <p>History K-10</p> <p>HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia</p> <p>HT3-2 describes and explains different experiences of people living in Australia over time</p>	<ul style="list-style-type: none"> - Agriculture (p16) - Aquaculture (p34) - Homes (p44) -Food Storage (p56) -Fire (p62) -Sustainable future (p68) <p>Investigating Authority</p> <p>The composer uses a range of evidence that builds authority. He uses maps, treaties, photographs, artefacts and personal reflections which all contribute to supporting the composer’s argument/ persuade the reader. We encourage students to think critically about the authority of the text. In this way, authority is a negotiation between the composer and reader.</p> <p>Task: In pairs, students select a chapter of the text on which to focus. Identify the aspects of the text that contribute to its authority. Discuss and share findings with class.</p> <p>Student reading log</p> <p>Students complete their individual reading logs to reflect on the chapters that they read in <i>Young Dark Emu</i> and what they learned throughout the text (reflection on learning).</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <p>Deconstruct Reconstruct</p> </div>  <div style="text-align: center;"> <p>Land Links</p> </div> </div>	<p>Suggested sites for Virtual Art Galleries Tour:</p> <p>https://www.artgallery.nsw.gov.au/collection/works/311.2006/</p> <p>https://www.artgallery.nsw.gov.au/collection/works/311.2006/</p> <p>https://www.artgallery.nsw.gov.au/artsets/52uyzc</p> <p>https://www.artgallery.nsw.gov.au/artsets/bub300</p> <p>https://www.sbs.com.au/ondemand/video/1691231811816/faboriginal-love</p> <p>https://www.artgallery.nsw.gov.au/collection/works/274.2008.3/</p> <p>https://www.artgallery.nsw.gov.au/artboards/home/representation/</p> <p>https://www.artgallery.nsw.gov.au/collection/works/210.2004/</p> <p>https://www.artgallery.nsw.gov.au/artboards/home/representation/</p> <p>Resources to support teaching Aboriginal fire management and cool burning (chapter 6):</p> <p>https://www.klc.org.au/indigenous-fire-management</p> <p>https://www.coolaustralia.org/unit/cool-burning-primary/</p> <p>Video: Indigenous perspectives on sustainability to support the teaching of most chapters in text:</p> <p>https://education.abc.net.au/home#!/media/525907/indigenous-perspective-on-sustainability</p> <p>This site contains a series of videos in which the author explains the contents of the book, including:</p>
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6	 Fire by ABC Education
7	 Useful plants by ABC Education
8	 Language and plants by ABC Education
9	 Murnong seeds and sto by ABC Education
10	 Baking today by ABC Education
11	 Tuber types and growin by ABC Education

- › EN3-1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features
- ›
- › HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia
- ›
- › EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts
- ›
- › HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples
- › GE3-2 explains interactions and connections between people, places and environments

Alfred's War by Rachel Bin Salleh

Hook: poetry appreciation of bush ballads

Poetry- *The Swagman* by CJ Dennis

Talk about "swaggies" and their place in Australia's history.

Task: In small groups, students make their own video of performing the poem, or another bush ballad of choice. Link this task to text, *Alfred's War*.

Teacher talk- why this text is important in the unit... to build students' understanding that policies of the past were racist and wrong. We have a collective responsibility to learn from the mistakes of the past and move on to a better future, "*where people are judged by who they are, not how they look or where they come from,*" (from Martin Luther King's famous speech "I Have A Dream" (1963).

Racism is an issue world-wide- not just in Australia eg: "Black lives matter" movement. Racism is due mainly to ignorance. We need to rectify the mistakes of the past, and move on, with a shared understanding based on historical truths.

The Swagman poem by C.J. Dennis:

<http://www.middlemiss.org/lit/authors/denniscj/bookforkids/swagman.html>

Video poetry recital:

<https://www.youtube.com/watch?v=sdt0ngAf3f4>



Images of swagman:

<https://bit.ly/2AYkOEW>

History K-10

HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia

HT3-2 describes and explains different experiences of people living in Australia over time

HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples

EN3-1A Understand how texts vary in purpose, structure and topic as well as the degree of formality

- understand that language is structured to create meaning according to audience, purpose and context

Stage 3 - Health, Wellbeing and Relationships

Students examine factors that influence identity and behaviour. They investigate strategies to manage the changes associated with puberty and seek help. Students practise skills to establish and maintain caring and respectful relationships. They discuss protective and inclusive actions to support their own and others' health,

Aboriginal people, in many instances, worked cooperatively and productively with European settlers and authorities throughout Australia's history. They have been significant contributors in most fields eg: sport, law and order, in addition to supporting the war effort. Aboriginal people probably have not been not given credit for their significant and varied contributions to Australia's history.

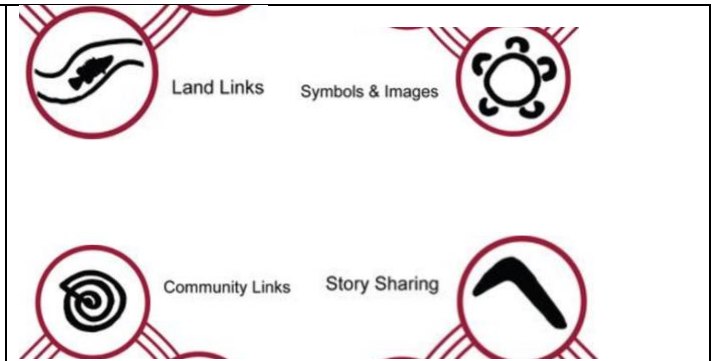
Teacher note: Use the summary of historic facts in the back of the book to set the scene prior to reading text. This has been scanned for you, *Alfred's War handout*. Suggest you print out these two pages for class, and students highlight evidence of racist policies and practices that occurred in the past in Australia, *History's Hidden Truths*.

Context

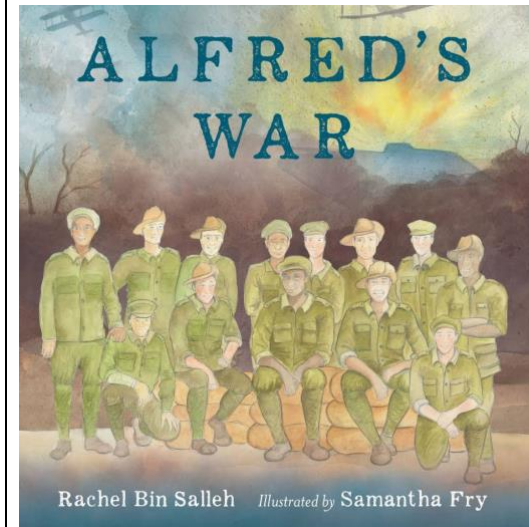
Identify the intended **audience** of text (children) and **purpose** (to let children know what really happened in Australia in the past so we ensure racist practices do not perpetuate into the future, in a familiar picture book format).



Teachers will need to make judgements about how to lead the discussion on racism based on prior knowledge of students and cohort sensitivity.

Read text, *Alfred's War* by Rachel Bin Salleh together. Discuss illustrations and what they contribute to understanding the meaning of the text. Revisit visual grammar terms introduced during *Young Dark Emu*.



Alfred's War handout



<p>safety and wellbeing. Students explore the influence of emotional responses on relationships.</p> <p>Stage 3 - Health, Wellbeing and Relationships</p> <ul style="list-style-type: none"> ▪ How do empathy, inclusion and respect have an impact on myself and others? • EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies • compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues 🌿 • EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts 	<p>Modelled, guided, independent writing</p> <p>Task- students choose a sentence from text, and build complexity by adding persuasive devices.</p> <p>eg: <i>He was one of the forgotten soldiers</i> (innovate on the noun groups)</p> <p>Although Alfred George was one of the returned soldiers who fought bravely in the Great War, he was not acknowledged for his service simply because he was Aboriginal.</p> <p>Students share their sentences with each other, explaining how they built complexity through using persuasive devices in their writing.</p>	<p>Persuasive devices used:</p> <ul style="list-style-type: none"> ▪ Use of connectives and conjunctions for cohesion (<i>Although, simply because</i>) ▪ emotive language (<i>fought bravely, simply because, not acknowledged</i>) ▪ high modality (<i>not acknowledged</i>) ▪ subordinate/ dependent adjectival in first position (<i>Although Alfred George was one of the returned soldiers who fought bravely in the Great War...</i>) ▪ embedded adverbial telling why (<i>because he was Aboriginal</i>). ▪ use of personal pronouns for cohesion (<i>he, his</i>)
<p>Stage 3 - Writing and representing</p> <ul style="list-style-type: none"> ▪ EN3-6B compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues 🌿 ▪ EN3-7C thinks imaginatively, creatively, interpretively and critically about information and 	<p>Post Test Writing Assessment Task</p> <p>In this unit we have investigated perspective across a range of texts including a novella, newspaper opinion pieces, poetry, digital texts and song. We looked at a range of persuasive devices that composers use to influence the reader. We also considered how</p>	<p>Student designed rubric from pre-test task, used for self, peer and teacher assessment of post- test task.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Story Sharing</p>  </div> <div style="text-align: center;">  <p>Deconstruct Reconstruct</p> </div> </div>

<p>ideas and identifies connections between texts when responding to and composing texts</p> <ul style="list-style-type: none"> ▪ use increasingly complex research data from print and digital sources to compose short and sustained texts 🗄️💻 <ul style="list-style-type: none"> • EN3-9E recognises, reflects on and addresses their strengths as a learner 	<p>composers and responders (readers) bring authority to texts.</p> <p>The main 'post-test' task at the end of the unit requires students to write, or digitally produce, an opinion piece, drawing on devices that persuade the reader.</p> <p>Students are asked to write about their opinion on the landing of Captain Cook at Botany Bay in 1770.</p> <ul style="list-style-type: none"> • Students select a theme for their persuasive argument, and make their theme the title of their article. • Although students may outline different peoples' perspectives on the topic, they need to clearly outline <i>their own perspective</i> and why they hold this view. • Students are asked to give their text authority by citing authoritative sources that support their opinion, to persuade the reader; or present their text in an authoritative way. • Finally, students are asked to finish with a reflective/ evaluative statement that outlines what they learned throughout the unit. 	
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