

> COMMUNITY: A UNIT OF WORK

Target Group: Year 9

Australian Curriculum Reference: English

LANGUAGE

Text structure and organisation

- + Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553):
 - + experimenting with ways to present personal viewpoints through innovating with texts.
- + Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770):
 - + sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if'... 'then').

Expressing and developing ideas

- + Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557):
 - + identifying and analysing aspects of rhetoric in speeches drawn from contemporary and earlier contexts and students creating speeches of their own.
- + Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559):
 - + exploring sections of academic and technical texts and analysing the use of abstract nouns to compact and distil information, structure argument and summarise preceding explanations.
- + Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560):
 - + investigating the use of symbols, for example the flag, the digger's hat and the Southern Cross in images, films and picture books, and evaluating their contribution to viewers' understanding of issues, for example national identity, recognising that visual and verbal symbols have different meanings for different groups.
- + Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561):
 - + comparing and contrasting vocabulary choices in informative and narrative texts, considering how they are used to create precise information, abstract ideas and/or stylistic interpretations of texts.

LITERATURE

Literature and context

- + Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633):
 - + exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students' own
 - + exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students' own
 - + reviewing historical fiction or nonfiction written by and about the peoples of Asia
 - + analysing literary texts created by and about Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) and also texts including film produced by and about peoples of Asian background, and considering the different ways these texts represent people, places, things and issues.

Responding to literature

- + Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771):
 - + interrogating and making judgments about a text, comparing others' ideas against the student's own and reaching an independent decision or shared consensus about the interpretations and ideas expressed.
- + Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635):
 - + establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts.

Examining literature

- + Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636):
 - + examining how different authors make use of devices like myth, icons and imagery and evaluating the effect of these choices on audiences.
- + Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637):
 - + identifying examples of language devices in a range of poems, ballads or poetic extracts, and considering how their use adds to meaning and may also influence the emotional responses of listeners or readers, in varying ways
 - + taking a particular area of study, a topic or theme and examining how different authors make use of devices like myth, icons and imagery in their work.
- + Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772):
 - + evaluating the effect on readers of text structures and language features of a literary text and comparing these with other texts

- + by comparing texts, writing or speaking about how well the author constructed the opening and closing sections of the text and used ‘hooks’ to keep the reader/viewer/listener engaged and reading on/watching/listening to the end.

Creating literature

- + Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperbole (ACELT1638):
 - + making language choices and choosing particular language devices to achieve intended effects, for example building in a surprise or twist in the ending of a short story or final scene of a film
 - + creating written interpretations of traditional and contemporary literature which employs devices like metaphor, symbol, allegory and myth, and evaluating the contribution of these devices to the interpretation of the text
 - + creating written interpretations of traditional and contemporary poetry (for example sonnets and contemporary song lyrics) focusing on their use of symbol, myth, icons and imagery.

LITERACY

Texts in context

- + Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739):
 - + comparing perspectives represented in texts from different times and places, including texts drawn from popular culture
 - + identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts)
 - + analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts
 - + analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations.
- + Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740):
 - + comparing and evaluating bias or stereotyping and presenting findings in discussions and presentations
 - + identifying and commenting on omissions of information in different texts
 - + exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others’ perspectives.
- + Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811):
 - + participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations

- + using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue
 - + choosing vocabulary, spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation
 - + adapting language choices such as use of similes, metaphors and personification to meet the perceived audience needs
 - + selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view or attempting to persuade an audience to a course of action.
- + Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741):
- + using graphics and text animations to accompany spoken text, for example presenting a news item suitable for a current affairs program that aligns image to spoken text, or establishing humour by creating a disjunct between sound, image and spoken text.
- + Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742):
- + debating the reliability of the coverage in a range of news media of a contentious issue
 - + evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time
 - + constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue
 - + identifying whether two texts may share a common purpose or audience, for example a feature article on a particular website or in a particular newspaper
 - + analysing how issues are debated and reported in the media in different countries, and the possible reasons for this, for example ‘whaling’ in Japan and Australia
 - + analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples.
- + Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744):
- + evaluating techniques used to construct plot and create emotional responses, for example comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time.
- + Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745):
- + identifying or commenting on the author’s approaches and use of techniques, design, form and style.

Creating texts

- + Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746):
 - + presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such as the importance of maintaining balance in the biosphere
 - + creating imaginative texts with main ideas developed through the interconnections of plot, settings, characters, the changing of chronological order, foreshadowing in written, spoken and digital texts
 - + creating informative and argumentative texts with explanations, details and evidence
 - + following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument.
- + Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747):
 - + checking for run on sentences, eliminating unnecessary detail or repetition, and providing clear introductory and concluding paragraphs.
- + Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748):
 - + applying word processing functions, for example outlining, standard styles and indexing.

UNIT SUMMARY

This unit takes the theme of community to develop an area of study or thematic unit. Students use a range of fiction and non-fiction texts to develop an understanding of the concept and identify how language features are used to communicate it. The unit incorporates a close study of **ONE** text relevant to the theme and students' experiences. It will be taught as a ten week study.

The concept of community is an important part of contemporary Australian life. It is an important part of every student's experience which they can readily reflect on and identify in a range of texts. Australia is a nation made up of geographically diverse communities, generally identified as urban or regional, which are themselves made up of very different people. This includes Aboriginal and Torres Strait Islander peoples, multicultural peoples including those from Asia, people with disability and people of different ages, as well as people of differing beliefs and sexuality. Each community has its own history. Our experience of community becomes central to our understanding of identity and our overall feelings of inclusion or exclusion in Australia. There are actions we can take that build a sense of community (especially volunteering), as well as behaviours that have negative effects on others.

LESSON CONTENT AND METHODOLOGY

Introduction

- + Discuss what students understand by the term 'community'. Identify the communities students are part of and what it means to them to be part of these communities. Brainstorm their conclusions.
- + Create an exposition on the nature of denotation and connotation. Use this new understanding to develop a list of words related to community. Develop this list into a word picture using appropriate software, or the students own skill in design.

- + Review the aspects and concepts of community identified in the unit summary. Ask students to investigate what these aspects and concepts look like in their local geographical community. Present their findings as a report using the typical features of this form of writing. Part of this investigation should include an interview with someone who volunteers in the community, which identifies what they do and why. Students may benefit from explicit instruction in this text type and from scaffolded writing approaches.

Related Texts

- + Students should review the idea of a theme, and how it can be reflected and developed in a number of texts. They are set the task of researching and identifying **THREE** pieces of material of their own choosing which approach the theme in different ways. At the end of the unit, students present their research to the class as a formal speech. Throughout the unit's delivery (as necessary), students should be given instruction on how to structure and deliver an effective speech.
- + Teachers need to present students with a variety of texts relevant to the theme. This should include:
 - + websites, speeches, poems, newspaper articles, cartoons, short stories, advertisements, photographs or artworks, picture books, songs, and films or television episodes.
 - + Each lesson should include a discussion of what the text shows about community, the language techniques used by the composer and a discussion of the effect on the responder. A variety of student activities should be used to reinforce the same discussion objectives, for example: completion of a template; a series of questions reflecting knowledge, comprehension, analysis, synthesis and evaluation levels of critical response; a visual representation of a key idea; a dramatic interpretation of the material. The material should reflect the range of ideas surrounding community expressed in the unit summary.
At least **THREE** pieces of material should directly relate to volunteering.

Close Study

Students then engage in a close study of a particular text with the dominant theme of community. This study should reflect the traditional review of plot, character, theme, setting, style and structure alongside a more conceptual analysis considering use of dialogue, foreshadowing, symbols, icons and allegory, modality, positioning and voice. The choice of the form of text should be part of the overall year planning.

Some text recommendations include:

- + films: Red Dog, Rabbit Proof Fence, Stand and Deliver, Kangaroos – Faces in the Mob, Yolngu Boy
- + novels: Home and Away (John Marsden), Mao's Last Dancer (Li Cunxin), Misery Guts (Morris Gleitzman), The Happiest Refugee (Anh Do) – *specifically recommended due to explicit reference to the help Anh received from volunteer agencies in Australia*, My Place (Sally Morgan)
- + dramas: Much Ado About Nothing, Plays from Black Australia (Jack Davis)
- + websites: Making Multicultural Australia (www.multiculturalaustralia.edu.au)
- + TV series: Going Bush.

Writing Tasks

Students should write a number of texts related to the concept:

- + an expository persuasive text
- + a creative imaginative text
- + short answer responses
- + group responses.

These tasks need to account for the individual literacy needs of the class and include scaffolding techniques that are relevant to the group, including co-constructions. These tasks should also include internal choice where at least **ONE** of the topics or stimulus is relevant to volunteering.

Conclusion

Students should present a multi-modal presentation where they speak about what they have learnt about community from their **THREE** related texts and the lessons in class. In the presentation students need to reflect on how they might, or will, contribute to the communities they are a part of in the future, especially what they might do as a volunteer.

ASSESSMENT

Students will be assessed through a range of formal and informal strategies including peer assessment, responses to questions in their books, involvement in class discussion and completion of the various written activities suggested in the unit.

The key piece of formal assessment is the multi-modal text presented at the end of the unit.

- + Students will be required to demonstrate their ability to:
 - + analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)
 - + understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)
 - + use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch and pace, and using elements such as music and sound effects (ACELY1811)
 - + create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746).
- + Students are required to present a speech to the class outlining what they have learnt about community as a result of studying this unit. In this speech they must:
 - + refer to **THREE** texts related to community from their own research
 - + reflect a broad understanding of the concept as outlined in the unit summary
 - + explain how they will contribute to their community in the future
 - + support their speech with relevant visual aids, for example PowerPoint presentations.

RESOURCES

- + Texts referred to above.
- + Various organisation websites, for example CARE Australia, Anglicare, The United Nations Children's Fund (UNICEF), Greenpeace, WIRES, Volunteer Australia, Little Athletics.