 Year 12 EAL/D English 2018

English as an additional language or dialect

Unit title

Module B: Language, Identity and Culture

Duration

30-40 hours (plus 10 hours focus on writing concurrent module)

Texts

included are a selection of related texts, approaches to Swallow the Air, Contemporary Asian Australian Poetry and Ten Canoes

Unit rationale

In this unit of work, students will consider how language has the power to both reflect and shape individual and collective identity. Students explore and analyse the ways that language is used to express the complexities and subtleties of personal, social and cultural identity. For example, think about how you feel when you travel to another country, what is the first thing you try to do if you want to engage with the locals? You learn a few key phrases to communicate with them. Yet what do these phrases truly mean, what do words like ‘welcome’ and ‘sorry’ denote in varying cultures? In this way, students consider how language is used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other peoples. Students also consider the impact texts have on shaping individuals’ or communities’ sense of identity. They will study one prescribed text and a selection of related material- some different approaches are proposed in this unit of work but by no means are you required to intensively study a selection of related material. Rather, select material that complements the study of the core text. Through these texts students will consider and reflect on ways that texts affirm or challenge prevailing assumptions and beliefs about individuals and lifestyles, and about social and cultural groupings to create representations of selfhood, affiliation and heritage.

Focus questions

* In what ways does language express the complexities and subtleties of personal, social and cultural identity?
* How do texts communicate information, ideas, values and attitudes?
* What is the impact of texts in shaping individuals’ or communities’ sense of identity?
* How are our perceptions of and relationships with others and the world shaped by written, spoken and visual language?
* How do texts affirm or challenge prevailing assumptions and beliefs about individuals and lifestyles, and about social and cultural groupings?
* What do representations reveal about selfhood, affiliation and heritage?
* How are texts used to represent aspects of individual and/or collective identity?

Outcomes

* EAL 12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
* EAL 12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
* EAL 12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning
* EAL 12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
* EAL 12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
* EAL 12-6 investigates and evaluates the relationships between texts
* EAL 12-7 integrates understanding of the diverse ways texts can represent personal and public worlds
* EAL 12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
* EAL 12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent

Assessment outline

| Assessment for learning (during unit) | Assessment as learning (during unit) | Assessment of learning (end of unit) |
| --- | --- | --- |
| Formative assessment, used throughout unit of work to inform future teaching   * Short answer questions * Listening activities (see practice listening paper) | Student guided assessment where learners reflect on their own learning   * Focus on Writing group activities * Class debate on what identity means | Summative assessment to assess student learning   * Module B Multimodal framework.doc * Submit Focus on Writing portfolio |

All outcomes referred to in this unit come from [English EAL/D](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017) Syllabus  
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| Outcomes and content points met by activity | | Suggested teaching and learning activities | Embedded literacy strategies | Resources and supplementary texts |
| --- | --- | --- | --- | --- |
| EAL 12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts | | **Introductory activities**  Ask students the following questions to brainstorm and then feed back to the class:   * Where does language come from? * What is the most important word in your native language? * What is your favourite word in English? Why? * What was the first word you learned how to speak? * How is language a reflection of identity and culture?   Share and discuss as a class, modelling a series of visual images that represent aspects of culture. Students then complete the ‘what is culture’ mind map document to begin conceptualising the different facets of language and how this affects social life. | ‘What a teacher does before a book is read represents significant scaffolding for reading with comprehension’  -Pauline Gibbons  Mind map  Joint construction | * What is culture mind map.doc * Module B Glossary of key terms.doc * Module B Overview and definitions |
| EAL 12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts | | Selection of related material   * • Short story – Tower of Babel, Babylonia   Tower of Babel, in biblical literature, structure built in the land of Shinar (Babylonia) some time after the Deluge. The story of its construction, given in Genesis 11:1–9, appears to be an attempt to explain the existence of diverse human languages. According to Genesis, the Babylonians wanted to make a name for themselves by building a mighty city and a tower ‘with its top in the heavens.’ God disrupted the work by so confusing the language of the workers that they could no longer understand one another. The city was never completed, and the people were dispersed over the face of the earth.  [Tower of Babel - Encyclopaedia](https://www.britannica.com/topic/Tower-of-Babel%20) | Predicting from a visual  Use this story to evocatively retell this tale to your class, exploring the origins of the creation of language. Students then complete the focus on writing character dialogue in response. | **Focus on Writing – character dialogue, writing a persuasive argument**  Students to construct a character dialogue between two workers of the tower of Babel. One should be enthusiastic about the task and the potential to reach the heavens and the other should have reservations about completing the construction. They should think about how the changing of languages could impact their ability to communicate with one another and the consequences this could have on the future. |
| EAL 12-7 integrates understanding of the diverse ways texts can represent personal and public worlds | | **Advertisement – Vegemite ‘Tastes like Australia’**  [Advertisement of 'Taste like Australia' from YouTube](https://www.youtube.com/watch?v=11uyT7tVssE)  Complete the Tastes like Australia vernacular worksheet.doc  #tasteslikehome Write a blog post around this hashtag  How has language of the 21st Century changed how we understand one another. Think about digital literacy- what is the main medium you connect with others through? How is language used in social media platforms? What does contemporary Australian society look like?  Explicitly teach the text types of blogs and students to complete the Focus on Writing blog post activity, to be published on Google Sites or submitted via Google Classroom. This could be a great opportunity to share your own experience of food (as the teacher). | Modelling ideal answers  Scaffolding the text type of blogs  ‘Approaches to the teaching of listening should be primarily focused on meaning’ –Pauline Gibbons | **Focus on writing – blog post**  You are a food connoisseur of your traditional cuisine (the food of your homeland). Write a blog post with the hashtag #tasteslikehome and explore your most treasured memory of eating this food. Who was there? Why is it significant? Include a recipe with gourmet instructions of how to prepare this particular food. Photographs may be included.   * Tastes like Australia vernacular worksheet.doc |
| EAL 12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning | | Series of visual images – reflect on notions of culture  Word associations  Students are given a blank sheet of paper and shown one image (or perhaps two and can choose one). First, they must write ten descriptive words. Students draw a heart around 4 of their best words and share these on post it notes – this can create a good vocabulary list. Then, students construct a haiku poem using these four words. This activity words best if students have been previously taught a series of vocabulary words with a glossary at the beginning of the unit. The related visuals can represent core ideas in the prescribed text. | Predicting from visual  Predicting the main ideas  Noticing visual features  Vocabulary development | **Focus on Writing – creative**  Write a haiku based on the related word associations activity on a series of images. |
| EAL12-8 analyses and evaluates cultural perspectives | | **Blog post – Jaypore Journeys ‘Curated Trails Across India’**  [Blog post - Jaypore Journeys](https://blog.jaypore.com/2016/04/02/punjab-an-amalgam/)   * Explore the above website and elaborate on the mind map explaining the different elements of culture | Visual of spice market  Scaffolding persuasive language | * What is culture mind map.doc   **Focus on Writing – speech**  Write a brief persuasive speech from the perspective of a merchant at a spice market. Use descriptive language. |
| EAL 12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | | Poetry – Rupi Kaur ‘-kaur, a woman of sikhi’   * What about your name gives you your identity? * How does family run through your blood? * What do you think is your universal duty? * How has the poet expressed their sense of personal social and cultural identity?   Choose another poem by Rupi Kaur and explain her experiences on being a Punjab woman whose family migrated to Canada. What difficulties do you think she could have experienced? Research her migrant experience online.  After reading the explanation about why Rupi chose to use her surname ‘Kaur’ and why she uses lowercase letters in her poetry, explain how language impacts and is a representation of her identity.  [Kaur's website](https://rupikaur.com/faq/)  See 5. ‘why do you only use lowercase and periods in your poetry? On the FAQs page for an explanation of how she uses language in her poetry. | Reader questions  Rereading for detail  Shadow reading: read the text aloud with students | Focus on Writing – personal reflection  Introductory activity  Students compose a personal reflection on the meaning and connotations of their name. They should ask their parents why this name was chosen for them and if they think another name would have been more appropriate. This could be particularly meaningful for students who have chosen a particular English name. If they do not know the meaning of their name, they can research the linguistic history.  Selection of poems from the following books of poetry could be helpful for your students.   * Milk and Honey ISBN 9781449474256 * The Sun and her flowers ISBN 9788542212334 |
| EAL 12-6 investigates and evaluates the relationships between texts | | Short story extract – Benang by Kim Scott  Use a short extract from Benang by Kim Scott. This novel explores the problem of self-identity faced by light-skinned Aboriginal people, how language can contribute to empowerment and the process of growing up.   * How does language give you a frame of reference for who you are? * How does language construct identity and culture?   See the supporting documents for further student-centred activities on analytical writing and analysing an extract. | Sequencing reconstruction  Give students 3-4 short excerpts from the text and they must place them in chronological order. How does time affect meaning? | Focus on Writing – essay  Students to write an informative PETAL paragraph (Point/Example/Technique/Analyse/Link) explaining the significance of setting in shaping individual identity.  How does Scott use language to express the emotions of the character?  Benang ISBN 9782742738137   * PETAL scaffold on Benang |
| EAL 12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies | | Ted x Talk – by Tui Raven What is it like to be Aboriginal?  [Ted x Talk from YouTube](https://www.youtube.com/watch?v=9y1T3JfzRGE)  Students to watch the above youtube clip up to 4 minutes 23 seconds and complete the Tedx Talk.doc activity. (Note – only watch up to 4 minutes 23 seconds and she goes into complicated detail about language).  Class discussion  Cultural inclusivity- how do words create a sense of identity and inclusion or exclusion?  Research activity  Look up the history of indigenous people in your town and learn a new Aboriginal word. Research how many words in Australian English come from Aboriginal languages.  [Aboriginal words in Australian English](https://www.creativespirits.info/aboriginalculture/language/aboriginal-words-in-australian-english) | Questioning the text  Summarising  Independent writing | * Tedx Talk Tui.doc   Focus on Writing – analytical speech  Write an analytical speech in response to one of the following quotations from Tui Raven’s Tedx Talk.   * ‘We need to know where we have been to know where we are going.’ * ‘Language as the first step in bridging culture’ * ‘Give Aboriginal people their humanity back’   Alternatively, you may write a Tedx Talk about your own personal experiences with language. This could involve misinterpretations, racism or cultural inclusivity. |
| EAL 12-7 integrates understanding of the diverse ways texts can represent personal and public worlds | | Poem – ‘Ecology’ by Lionel Fogarty  In this poem, Lionel Fogarty explores his inseparability from the land. Fogarty is of the Yoogum and Kudjela tribes and is a respected poet and political activist. Much of his poetry explores Aboriginal political struggles and the empowerment of indigenous people.   * How does labelling things affect meaning? * How are we as organisms related to one another and to physical surroundings? * How is this bound with culture? * Why would someone choose to write a poem to express their cultural experiences? * Identify the words in the poem that originated from indigenous languages (for example – kangaroo, cockatoo). | Reader questions  Independent writing | Focus on Writing – feature article  Write a feature article on a notable indigenous figure in Australian society (living or dead). Research their early childhood, contributions to society and historical significance. For some ideas on the structure of an article, see  [Koori Mail](http://koorimail.com/)  Notable Indigenous Australians:  Archie Roach, Adam Goodes, Lowitja O’Donoghue, Lionel Fogarty, Cathy Freeman, Anita Heiss, Mandawuy Yunupingu (Yothu Yindi band leader), Geoffrey Gurrumul Yunupingu |
| EAL 12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning | **Website and visual analysis – ‘Mapping the Australian coast’**  [Mapping the Australian Coast from ABC](http://education.abc.net.au/home%23!/digibook/1594262/mapping-the-australian-coast)  Students compare and contrast the process of mapping the Australian coastline with the Indigenous map of Australia. The website above has chapter-by-chapter activities. Chapter 4 in particularly called ‘Claiming southern lands’ is useful in discussing the power of language in shaping cultural dominance.  In groups students to read excerpts of Captain Cook’s correspondence and manuscripts and respond with the concurrent Focus on Writing activity. | | ‘Learner guidance by the teacher’  Pauline Gibbons | **Focus on Writing – diary entry**  Choose one of the following perspectives and write a diary entry explaining your experiences.   * You are a member of Captain Cook’s crew. What do you discover? How do you feel about claiming the land? * You are an indigenous Australian who has just come into contact with a European. What do you discover? How do you feel about the earth you are custodian of?   Alternatively, for weaker students, you could write a postcard home from the perspective of a European coloniser. |
| EAL 12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts  EAL 12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning  EAL 12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts | Website and visual analysis – Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of Indigenous Australia  [AIATSIS map of indigenous Australia](https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia)   * Contrast the difference in the boundaries of the European map of Australia and the indigenous boundaries, centred on intimate cultural relationships with the land and sea. * What is the intention of the creation of this map? * What is the meaning of ‘blackfella country’? * What is a limitation of the map?   Prescribed text – Tara June Winch ‘Swallow the Air’   * Overview   The novel begins with May discovering a stingray’s overturned body and wonders ‘if it had suffocated in the air or if this was only its mortuary. Either way it had swallowed its struggle.’ This experience directly parallels the sudden death of May’s mother. The introductory chapter, which is the title of the novel, is filled with a sense of foreboding as May remembers the day she found out her mother was ‘head sick’.   * Focus question for class discussion:   + Why do you think Tara June Winch chose to begin her novel with such sadness and darkness?   + How does May react to seeing the stingray? What does this suggest about her character?   + As May chases Billy in the yard, he teases her and calls her ‘halfie’ or ‘coconut’, “being racist and not even knowing it.” How is language used in this case to represent a dominant cultural perspective? * Translate the following Australian colloquial expressions from the first chapter:   + ‘deep into the surging breakers’   + ‘How’d you go sis?’   + ‘Jeez I’m starvin’ * *Wallpaper activity:* students write on one side of a palm card an Australian colloquial expression and on the other side, the plain English translation. This is shared with the class and students have to guess the meaning.   Other possible ways of approaching this text:  Divide up the key chapters (or vignettes) into groups and have each group focus on a particular significant event in the novel. Each group becomes and expert and feeds back to the class. | | Questioning the text  Predict  What will come next in the narrative?  Connect: what does ‘head sick’ mean? Have you heard this expression before?  Wallpaper activity  Summarising the text | Focus on Writing – informative text  Research what is native title and The High Court Mabo case  [What is native title?](https://auroraproject.com.au/what-native-title)  Write an informative text detailing the history of land rights for indigenous people.  Focus on Writing – blog post  ‘Aunty never used to reckon she was lucky. She always just figured she was passed a raw deal, dealt a bad hand… Everything, through Aunty’s tired eyes, was bad luck.’  After responding to the above quotation from the chapter ‘Grab’ in ‘Swallow the Air’, write a blog post about whether or not you believe in luck. What does your native culture say about superstition? What does it mean to be ‘dealt a bad hand’? What is a ‘raw deal’?  Remember to include the following features of a blog post:   * Keep things concise * Organise your ideas in terms of what is most interesting or important * Write using first person, use personal anecdotes * Use persuasive language to convey your argument to the reader |
| EAL 12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts | ‘Cloud Busting’  In this chapter, May’s mother recalls what Goulburn was like in 1967. When she retells the story to May, her character dialogue highlights how she uses language which reflects her culture and identity.   * Translate the following Australian colloquial expressions:   + ‘I was with my mother, probably cos my skin’s real dark’   + ‘She lit up another fag’   + ‘I knew she would hock everything we’d ever own.’   The first quotation could lend itself to a discussion about the historical context of the novel, particularly the stolen generation; ‘all my brothers and sisters had been put into missions by then.’   * + Research activity on the stolen generation, what happened, what time period, what was the impact?   Characterisation  Mum called down to him… ‘Hey there, mister, what you got there?’  He was smooth. ‘Good afternoon to you ladies, I am carrying this box, the best saucepans in the land.’  Mum drew back on her cigarette and stubbed it out in the tin. ‘Give us a look then.’   * The way these two characters speak to one another is very different. Explain why they might speak differently and what this could reflect about their identity. * Find another example of a character’s dialogue that reflects their identity and culture. You may want to refer back to the early lessons about identity and culture definitions as well as the mind map.   Consider the final paragraph in the chapter ‘Cloud Busting.’ Identify the simile used and explain what this shows the audience about Samuel’s character. | | Monitoring unknown words  Building background understanding, historical context |  |
| EAL 12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts | Prescribed text Contemporary Asian Australian Poetry  ‘Language marks the spot where the self loses its prison bars- where the border crossing takes place, traversing the space of others.’ - Brian Castro  Language is a form of empowerment, enabling the individual to orient ourselves and consider our place in the world.  Classroom discussion   * What challenges might a contemporary Asian Australian poet face in expressing their voice? * Does language truly enable us to ‘lose prison bars’? What does this statement mean? * It is said that Asian Australian poetry “engages a cosmopolitanism and a sense of worldliness that is a product of our multiculturalism.” Do you think Australia is multicultural, or multiracial? Give reasons for your answer.   In the introduction to contemporary Asian Australian poets, it was explained that are various perspectives throughout the anthology. Broadly speaking, the following areas can be applied to the poetry set for study:   * Nostalgia for childhood and early memories * Confessionary approach and the challenge to maintain tradition with the reality of living in Australia * Complex movements chronicling the arrivant experience * Multiculturalism, assimilation, antagonistic and ambivalent feelings about migration | | Vocabulary list:  Cosmopolitanism  Worldliness  Multicultural  Multiracial  Assimilation  Resistance  Nostalgic  Confessionary  Chronicler  Ambivalence  Antagonisticu | Focus on Writing – creative  What is your earliest memory?  Creatively explore what happened and consider the following:   * who was there? * what could you see/feel/taste/touch/hear/smell? * how old were you? * why do you think you can remember this memory in particular? * what is significant about it in terms of growing up? * what does it tell you about your culture?   Focus on Writing – personal reflection  The arrivant   * When did you arrive in Australia? Describe the trip and your emotions * What motivations did your family have for leaving their home country? * What do you remember most about your native country? |
| EAL 12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning | Contemporary Asian Australian Poetry  Merlinda Bobis ‘This is where it begins’  Before reading the poem, students can work through the following collaborative activity to visualise the poem:   * Describe and draw   Choose several images from the poem and students describe and draw. Child A describes to Child B what she or he is drawing, and Child B reproduces the drawing according to A’s description. This is a barrier game- they should not be able to see each other’s work.   * Picture sequencing   In what order would the possible images in the column to the right appear in the poem? (Note: the current order is chronological and you would need to rearrange them before giving to the students to draw). Students explain their choices and predict what the poem could be about.   * Analysis questions on the poem   + In the introduction to the anthology of Contemporary Asian Australian poets, it was noted that “Bobis uses indigenous Bikol, Pilipino and Tagalog phrases alongside the English to destabilise the primacy of English.” What do you think the impact of using different languages?   + Consider the cyclical, repetitive structure of the poem. Find an example where Bobis repeats a significant word or phrase.   + What technique is used in the phrase ‘each story word crackles under the ghost’s teeth, infernal under my skin’?   + Find an example of sensory imagery. How does this impact the responder? What does this reveal about the persona’s identity?   + As the poem continues, Bobis moves from the individual ‘I’ to a collective and inclusive ‘us’. Find examples of this in the poem.   + How is identity and culture linked to language in this poem?   + What does this poem reveal about storytelling and culture?   + How does this poem reflect notions of family? | | Note: the literacy activities for Bobis’ poem were adapted from scaffolding language, scaffolding learning 2nd ed. (2015) Gibbons.  Describe and draw  Collaborative group work  Clear and explicit instructions provided  Possible images:   * Grandmother * Crab * Ghost’s teeth * College (university) * Skin * Ear * Worlds * Storytelling * Umbilical cord   Joint construction these questions may need to be teacher guided activities with joint answers modelled on the board | Focus on Writing – speech  'Writing visits like grace. Its greatest gift is the comfort if not the joy of transformation. In an inspired moment, we almost believe that anguish can be made bearable and injustice can be overturned, because they can be named. And if we're lucky, joy can even be multiplied a hundredfold, so we may have reserves in the cupboard for the lean times.'  ModBHyperlinks.doc Hyperlink 1  Merlinda Bobis biography  ModBHyperlinks.doc Hyperlink 2  Merlinda Bobis Poetry International  Use part of the above quotation from Merlinda Bobis to write a speech about the process of writing. Think about how writing a poem can be a process of healing and catharsis where the poet can overturn injustice and manifest abundant joy. |
| EAL 12-6 investigates and evaluates the relationships between texts | Contemporary Asian Australian Poetry  Eileen Chong ‘My Hakka Grandmother’   * Text reconstruction   Students reconstruct the poem that has been cut up into stanzas (or lines). They should be able to explain the sequence they have chosen. This is a good activity for focusing on how enjambment is used in the poem and how the poet creates cohesion.   * Analysing stanzaic patterns   In sub groups, students are given a stanza and must complete the following activities   * + Explain the overall meaning of the stanza   + Identify 2-3 techniques and explain their impact on the responder   + Explain the meaning of the stanza in relation to the rest of the poem   + Why do you think the poet has structured the poem in this particular was (5 stanzas with enjambment)? * Exploring the subject matter and themes in the poem   Students choose one of the following themes below that you think relates to the poem (not all relate to this poem specifically)   * + Exile   + Loss   + Cultural identity   + Migrant experiences   + Generational differences   + Multicultural relationships   In theme subgroups, students find examples of the theme from Chong’s poem and compare with examples from Bobis’ poem. Students create a mindmap, to be added to, first exploring what the theme means and how it is represented across different poems. | | Note: the literacy activities for Chong’s poem were adapted from scaffolding language, scaffolding learning 2nd ed. (2015) Gibbons.  Predicting  Before reading activity: text reconstruction  Collaborative constructions  Scaffolding model responses | Focus on Writing – blog post  ModBHyperlinks.doc Hyperlink 3  Eileen Chong ‘about’  Look at Eileen Chon’s Instagram Feed and write a blog post in response to one of her posts. You may like to include a personal reflection about this poem.  ModBHyperlinks.doc Hyperlink 4  Eileen Chong Australian Poetry Review  ModBHyperlinks.doc Hyperlink 5  Eileen Chong personal essay ‘The Common Table’  Focus on Writing – analytical essay  Students construct at P.E.T.A.L. (point/example/technique/analyse/link) paragraph after completing the group activity on techniques.  **Extension activity** The feminine perspective  In the introduction to this anthology, it was noted that broadly speaking in society there are gaps in the representation of female perspectives in Australian poetry. Consider how women might experience migration differently to men. |
| EAL 12-7 integrates understanding of the diverse ways texts can represent personal and public worlds | Prescribed text: Ten Canoes Rolf De Heer, Peter Djigirr  The accent and use of a story within a story could be difficult for English as a second language or dialect (EAL/D) learners to understand. It would be useful to begin the study of this text with a plot overview. This could be done through a cloze passage. It could also be useful to preface the study of this text by saying to your students, some of this is in the traditional indigenous language so don’t worry if you don’t understand all parts of the film initially.  Linking the introduction of this film to the ideas of Module B, language, identity and culture:  ‘This land began in the beginning… I must tell you something of my people and my land.’   * What does this initial voice over narration suggest about the narrator’s culture? * What does this reflect about their identity? Who do you think they are?   Divide the following characters up which relate to each theme to give to small groups of students. As the film is viewed, students create a presentation detailing the development of character and how this relates to a particular theme.   * Character map   + Ridjimiraril   + Dayindi   + Birrinbirrin   + Minygululu   + Munandjarra * Theme analysis   + Heritage   + Connection to land   + Betrayal   + Jealousy   + Envy | | Explicit pre-teaching of a film is imperative for the teaching of this text. Techniques include:   * Voice over narration * Diegetic sound * Non- diegetic sound * Camera angles, specifically panning, zooming in, establishing shot * Flashback and non-linear time sequence | Focus on Writing – website analysis  Using the website below, students choose one video that relates to ten canoes. They must answer the following questions regarding the dust echoes website:   * Describe the layout of the website. How is the reading path arranged to make viewing and navigating the website easier for the user? * What does the excerpt of the short video reveal about the identity of indigenous Australians? Explain what information is provided. * Research one of the key words at the bottom of the website. Where does the hyperlink take you? What did you learn about indigenous identity? * Click on one of the ‘topics’ hyperlinks. What information is revealed about culture?   ModBHyperlinks.doc Hyperlink 6  Dust echoes |

Reflections at the conclusion of teaching module B – language, identity and culture

* What worked well?
* What areas could be altered to direct future teaching?

Note

* The following document from NESA contains some useful approaches to different texts set for study:

[English Stage 6 - annotations of selected texts](https://syllabus.nesa.nsw.edu.au/assets/global/files/english-stage-6-annotations-of-selected-texts-2019-2023.pdf)

* Useful resources for EAL/D strategies

Gibbons, Pauline. (2015). Scaffolding language, scaffolding learning. Heinemann Second Edition, Portsmouth.