 Year 12 EAL/D English 2019

Unit Title: Module B – Language, Identity and Culture

Duration: 30 hours

Prescribed Text: Aitken, Adam; Boey, Kim Cheng and Cahill, Michelle (Eds*),* Contemporary Asian Australian Poets.

Formal Assessment: Multimodal assessment task (with listening component).

Unit rationale

This unit explores questions of identity and culture through the lens of poetry written by ‘Asian Australians’. Through interpreting and responding to the prescribed text and related texts, students will consider how identity is constructed, negotiated and expressed in various ways. They will explore the many factors that influence perceptions of identity and consider how they interact and shift across time and space. Students will consider and reflect on how their own identities and perceptions of identity are shaped by their personal, social and cultural experiences. They will also consider how language can be used to influence the way they perceive their own identities and the identities of others, as well as providing the potential to shape the identity we present to others.

This unit includes a strong emphasis on personal reflection and connection to the concepts explored in the text. Every student has an identity to explore, question, negotiate and express. For EAL/D students, experiences of identity formation have the added dimension of influences from diverse cultural contexts. Through their responding and composing, students will experiment with different forms of self-expression made possible by language choices.

Focus questions

* How is identity shaped by personal, social and cultural factors?
* How are perceptions of identity demonstrated in and through texts?
* How can language be used to represent identity in different ways?

Outcomes

* EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts.
* EAL12-3 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.
* EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts.
* EAL12-6 investigates and evaluates the relationships between texts.
* EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning.
* EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner.

Note: The learning activities in this unit are not necessarily designed to reflect the length of one lesson per activity. Instead, they have been divided according to the poems in the prescribed text. It is important for teachers to consider the needs of their students and make their own judgements about the length of time allocated to each activity.

Program

| Outcomes and content points met by each activity | Suggested teaching and learning activities | Evidence of learning | Resources and supplementary texts |
| --- | --- | --- | --- |
| EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts  EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning | Activity One – Reflecting on identity  As a starting point for this unit, it would be helpful to ask students to consider their perceptions of their own identity.  Using the worksheet provided, students can list as many ideas as they can to complete the sentence, “I am…” Encourage students to think as broadly as possible. (The teacher can choose whether to limit this activity to students’ own perceptions of themselves or whether to allow students to include things they have been told about themselves by others.)  After creating their list, students are to complete the table in the second part of the worksheet, thinking more deeply about why they hold their perceptions and the implications of different aspects of their identity.  Note: it may be more useful to provide students with a soft copy of this worksheet so they can write as much as they like in the table without feeling constrained by the size of the printed table.  Extension: Following on from reflecting on their own sense of identity, students could complete a similar task thinking about their perceptions of another person’s identity – someone with whom they are familiar but who they consider to be different to themselves (for example, a close friend, a grandparent, a teacher). | Student responses will show evidence of thoughtful reflection on aspects of their identity  Students will share responses in class discussion | ‘Reflecting on Identity’ worksheet (resource-1) |
| EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts  EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | Activity Two – Deconstructing the Rubric  Teacher distributes copies of the rubric for the module to students. Alternatively, students can access the [English EALD rubric](http://syllabus.nesa.nsw.edu.au/english-eald-stage6/modules/#tab2) online at http://syllabus.nesa.nsw.edu.au/english-eald-stage6/modules/#tab2  Students are also provided with the vocabulary sheet (resource-3). Students complete vocabulary worksheet on important terms from the rubric.  Reductive summary group activity  After completing the vocabulary sheet, students are to write a one sentence summary of each paragraph in the rubric in their own words (three sentences in total). This is to be done individually.  Students then form pairs and combine their summaries. Each pair negotiates to reduce their six sentences back to three by refining their sentences – discussing what should be kept, altered or deleted – so that each pair now has three sentences that summarise the rubric.  Finally, each pair joins another pair to form groups of four and the process is repeated.  The aim of this activity is to challenge students to consider the most essential aspects of the rubric and to refine their understanding of the key ideas explored in this module. | Students will complete the vocabulary sheet on the rubric  Students will engage in discussion with other students about what forms the essence of the rubric  Students’ summaries will show evidence of engaging with important ideas in the module | Rubric Analysis (resource-2) – teacher resource  ‘Defining Key Terms in the Rubric’ vocabulary sheet (resource-3) |
| EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning  EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | Activity Three – Related Material  Select one piece from the ‘Suggested Related Material’ resource (resource-4) or teacher may use another relevant text.  Students are to read/view/listen to the text and write their thoughts on the following questions:   1. What does this text tell us about the culture of the composer or the character/s? Provide evidence from the text to support your answer. 2. How is language used in the text to show the identity of the composer/character? How does the composer/character relate to their culture and how does their language show this relationship? 3. How does this text show the ways in which people seek to shape their own identity? 4. How is the audience positioned to respond to: 5. The composer/character? 6. Their culture?   Writing task (link to Focus on Writing)  Students are to write a short speech for a student audience in which they explain their understanding of their own cultural identity. The speech should involve:   * Highlighting significant aspects of their culture that shape their sense of identity; * Challenging and/or affirming assumptions or stereotypical views about their culture; * Explaining features of language that are important parts of their cultural expression; * Making effective use of a range of rhetorical devices | Students’ responses will show:   * awareness of how language is used to shape meaning, specifically in relation to how cultural ideas and values can be reflected through language choices * awareness of how texts position audiences to respond in certain ways   Students’ compositions will demonstrate:   * developing awareness of their own cultural identity and the factors that influence their perceptions of this identity * developing awareness of and ability to use language to shape audience perceptions | ‘Suggested Related material’ (resource-4) – teacher resource |
| EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts  EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning | Activity Four – The Double Man  Preparation: Teacher to read resources on The Double Man provided in ‘Additional Resources’ (resource-5)  In class: Teacher reads the poem aloud to the class.  Students work through the questions in The Double Man worksheet (resource-6). | Students’ responses will demonstrate:   * developing awareness of how language forms and features shape meaning * thoughtful reflection on their own experiences of living in two different cultures and the impact on their sense of self | Resources on The Double Man provided in ‘Additional Resources’ (resource-5)  The Double Man worksheet (resource-6) |
| EAL12-3 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  EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts  EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | Activity Five – Translucent Jade  Preparation: Teacher to read Translucent Jade teacher resource (resource-7)  In class:  Students complete pre-reading activities Translucent Jade worksheet (resource-8).  Teacher reads the poem aloud to the class.  Students work through the questions in Translucent Jade worksheet (resource-8).  Writing task (link to Focus on Writing)  Imagine you have just moved to Australia and have decided to adopt an ‘Aussie’ name.  Write a letter to your parents or grandparents explaining why you have made this choice. Your aim is to persuade them to accept your decision. | Students’ responses will demonstrate:   * developing awareness of how language forms and features shape meaning * thoughtful reflection on their own experiences of names in different cultural contexts   Students’ compositions will demonstrate:   * developing awareness of and ability to use language appropriate to audience and purpose, specifically for persuasive effect | Translucent Jade teacher resource (resource-7)  Translucent Jade student resource (resource-8) |
| EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts  EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning | Activity Six – My Hakka Grandmother  Preparation: Teacher to read resources on My Hakka Grandmother provided in ‘Additional Resources’ (resource-5)  In class:  Students complete pre-reading questions from My Hakka Grandmother worksheet (resource-9) – can form basis of class discussion.  Teacher reads the poem aloud to the class.  Students work through the questions in My Hakka Grandmother worksheet (resource-9). | Students will participate in class discussion  Students’ responses will demonstrate:   * developing awareness of how language forms and features shape meaning * thoughtful reflection on their own experiences with older generations and the impact of this on their sense of connection to culture | Resources on My Hakka Grandmother provided in ‘Additional Resources’ (resource-5)  My Hakka Grandmother worksheet (resource-9) |
| EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts  EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning | Activity Seven – This is where it begins  Preparation: Teacher to read resources on This is where it begins provided in ‘Additional Resources’ (resource-5) and This is where it begins teacher resource (resource-10)  In class:  Students complete pre-reading questions from This is where it begins student resource (resource-11)  Teacher reads the poem aloud to the class.  Students work through the questions in This is where it begins student resource (resource-11) – ask for some students to share their stories from the ‘Reflecting…’ section of the worksheet | Students’ responses will demonstrate:   * developing awareness of how language forms and features shape meaning * thoughtful reflection on their own experiences of stories (as audience or story-teller) and how these can shape a sense of identity and cultural connection | Resources on This is where it begins provided in ‘Additional Resources’ (resource-5)  This is where it begins teacher resource (resource-10)  This is where it begins student resource (resource-11) |
| EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts  EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning | Activity Eight – Circular Breathing  Preparation: Teacher to read resources on Circular Breathing provided in ‘Additional Resources’ (resource-5)  In class:  Students complete pre-reading questions from Circular Breathing worksheet (resource-12)  Teacher reads the poem aloud to the class.  Students work through the questions in Circular Breathing worksheet (resource-12)  Writing task (link to Focus on Writing)  In the final stanza of the poem, the persona mentions another didgeridoo player in King George’s Square.  Write 200-250 words describing the scene in King George’s Square. Think about how you can create a sense of the different mood as described by the persona. | Students’ responses will demonstrate:   * developing awareness of how language forms and features shape meaning * thoughtful reflection on their own experiences of seeing their own culture represented in a different context   Students’ compositions will demonstrate:   * developing awareness of and ability to use language to evoke setting and mood * an ability to draw on details from a text and adapt them to create a new text | Resources on Circular Breathing provided in ‘Additional Resources’ (resource-5)  Circular Breathing worksheet (resource-12) |
| EAL12-3 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  EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts | Activity Nine – Some New Perspectives  Preparation: Teacher to read resources on Some New Perspectives provided in ‘Additional Resources’ (resource-5)  In class:  Students complete pre-reading questions from Some New Perspectives worksheet (resource-13)  Teacher reads the poem aloud to the class.  Students work through the questions in Some New Perspectives worksheet (resource-13) | Students’ responses will demonstrate:   * developing awareness of how language forms and features shape meaning * thoughtful reflection on their own understanding of identity, how it is formed and the impact of ‘categorising’ people | Resources on Some New Perspectives provided in ‘Additional Resources’ (resource-5)  Some New Perspectives worksheet (resource-3) |
| EAL 12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  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 12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts  EAL12-6 investigates and evaluates the relationships between texts | Activity Ten – Finding Connections  Preparation: Photocopy/print each of the poems to be placed in different locations around the classroom.  Create a Google doc (or similar collaborative document – could be done on paper) which contains a series of statements about culture and identity that have arisen from studying the poems (for example, Your identity is whatever you choose to make it; Moving to a new culture inevitably changes your sense of identity; Cultural identity changes over time)  In class: Divide the class into groups (the number of groups will be determined by how many statements you have about culture and identity)  Each group will become the ‘experts’ on their given statement  Place the printed copies of the poems in different locations around the classroom  Students will move around the classroom to visit each of the poems – at each poem, they will add notes to their page about how their given statement is reflected in the poem, providing specific quotes and techniques used to explore the idea  At the end of the activity, the notes from each group will be compiled – this will happen in real time if using Google docs or something similar. These notes can then be accessed by all students as a summary of ideas in the poems  Writing task (link to Focus on Writing)  Choose one idea about culture and identity that is explored in the poetry.  Write two essay-style paragraphs in which you compare how each poem explores this idea and what each one says about it. | Students will contribute actively to their group’s discussion and notes  Students’ compositions will demonstrate:   * an ability to synthesise the information and ideas gathered from a range of texts to present perspectives in analytical writing * developing awareness of how language forms and features shape meaning * developing ability to use the appropriate conventions of grammar, sentence structure and punctuation accurately | N/A |

An alternative approach to teaching the poetry

Instead of working through each poem with the whole class, divide the class into groups of two or three students and allocate one poem to each group. Each group is responsible for interpreting and analysing their given poem and then teaching their poem to the rest of the class in an informal presentation. The presentations should cover:

* Relevant background to the poet and the poem
* What the poem means
* Techniques used in the poem and how they shape meaning
* What the poem has to say about culture and identity

The resources provided for each respective poem could be given to the group responsible for teaching that poem to help guide their preparation. These resources could be distributed to the rest of the class as part of the presentation of each poem.

Each group could be given 4-5 lessons to work on their poem and prepare their lesson. It would be beneficial to allow approximately 2 lessons for each poem to be presented.

The informal presentations provide an opportunity for Assessment for and as Learning. The class should be encouraged to interact with the presenters and ask questions throughout the presentation.

Reflection and evaluation