 Year 11/12 English Studies

Module C – On the Road: English and the experience of travel

Duration

40 hours

Focus questions

* In what way can language be used to convey ideas related to travel?
* What organisational skills can be utilised to successfully plan a meaningful journey?
* How has your study of travel texts challenged your understanding of the concept of travel?

Textual concepts

* Argument – Students understand that the thrust and shape of argument is influenced by the contexts of composition and reception.
* Representation – Students understand that representation embeds attitudes, beliefs and values.

Textual processes

* Engaging personality – Students’ responses to and composition of texts demonstrates a personal understanding of the world based on their own ideas, their experience of texts and their experience of life. They project an authentic voice through different types of texts.
* Reflecting – Students broaden their understanding and use of metacognitive processes to choose and develop certain strategies appropriate for particular situations. They extend their range of reflective practices to consider how their own context influences the ways they respond, compose and learn.

Outcomes

| Year 11 | Year 12 |
| --- | --- |
| ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in textsES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposesES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning | ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiencesES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposesES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner |

Assessment outline

* Pre-test on Metalanguage (Assessment for Learning)
* Portfolio/travel diary (Assessment as Learning)
* Interview/reflection task (Assessment of Learning)

Texts

* ‘The Secret Life of Walter Mitty’ by James Thurber (short story, 1947)
* ‘The Secret Life of Walter Mitty’ directed by Ben Stiller (film, 2013)
* ‘The Amber of the Moment’ by Luke Bartolo (travel blog, 2014-17)

Note on PPT resources – Due to Department of Education restrictions, the PowerPoint presentations have been stripped from images and colour, however teachers are encouraged to add images that would relate to their school context

| Outcomes/content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| Year 11ES11-5 understand that words and grammatical choices may vary in meaning depending on the context of useES11-5 develop and use appropriate vocabulary and skills in using accurate spelling, effective punctuation and grammar for specific effectsES11-6 recognise the similarities and differences between the language features, text structures and stylistic choices used in a range of texts composed for different purposes, audiences and contextsES11-10 create texts reflecting on their own learning, considering how individual and collaborative processes can be used to ensure better learning outcomesYear 12ES12-5 identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speechES12-5 develop and use appropriate vocabulary and skills in using accurate spelling, punctuation and grammarES12-6 select and use appropriate language features, text structures and stylistic choices for different media, audiences, contexts and purposesES12-10 use a range of techniques to reinforce learning, for example visualising, rehearsing, summarising or explaining to someone else | Students undertake diagnostic assessment for learning test (Resource 1) to demonstrate their capabilities in relation to each of the module’s outcomes. The teacher then uses the marking guidelines (Resource 2) to gather data on their cohort. Students will complete this diagnostic test during a class lesson. The diagnostic test does not require exam conditions however it is important that the teacher explains to students that this resource will be used to help determine what understanding/skills they already have and what understanding/skills need clarification or improvement during the teaching of the unit.Teacher will then either mark the diagnostic test as students finish it in class, or have them peer mark each other’s test with the provided guidelines. | Student will demonstrate their ability and prior knowledge in this test, which allows the teacher to use this data to differentiate and personalise instruction during the remainder of the module, pinpointing student deficiencies in relation to; control of grammar, punctuation, and syntax; ability to code-switch to suit modes of communication; understanding of persuasive devices; and ability to reflect on and summarise areas for improvement. |
| Year 11ES11-5 investigate the aesthetic effects of the use of specific language features and techniques in a variety of literary and multimodal textsES11-10 use ICT tools strategically to support learningYear 12ES12-5 interpret a range of texts composed for a variety of purposesES12-10 access a range of resources to support their learning | Teacher takes students through the PowerPoint (Resource 3) where they will unpack the rubric using the associated worksheet **(Resource 4)**.* Slides 2-3 should be highlighted accordingly on student worksheet **(Resource 3)**.
* Slides 4-6 engage students through three ‘hook’ activities that they will complete on their worksheet **(Resource 3)** these activities are designed to spark student interest in the topic and engage them with the overall concept of the unit.
 | Students are able to engage with the unit immediately, both in terms of examining text types and allowing for discussion of how the concept of physical travel applies to them. |
| Year 11ES11-5 understand that words and grammatical choices may vary in meaning depending on the context of useES11-6 draw on a broadening vocabulary to use language with increasing control for particular effectsYear 12ES12-5 use language accurately and appropriately to communicate own ideas in a variety of contextsES12-6 use a wide vocabulary with control and for particular effects | Provide students with the worksheet **(Resource 5)** that defines the nuances of the term ‘Journey’. Students are to complete the associated activities. They may research online or use dictionaries to help them with the word bank activity in order to help clarify meaning.  | Student responses show engagement with the text at a word-level, identification of key terms, and building of understanding. Students construct their own sentences to experiment with and explore the meaning of new vocabulary items, and define the term ‘journey’ as something separate to ‘travel’. Students represent their understanding and extend their vocabulary – in essence building the field of their lexical knowledge in relation to the module. |
| Year 11ES11-6 recognise the similarities and differences between the language features, text structures and stylistic choices used in a range of texts composed for different purposes, audiences and contextsES11-6 form opinions on the effectiveness of particular types of texts in achieving their purposesES11-6 draw on a broadening vocabulary to use language with increasing control for particular effectsYear 12ES12-6 select and use appropriate language features, text structures and stylistic choices for different media, audiences, contexts and purposesES12-6 experiment with variety of expressive forms and styles to develop effective ways to communicate and express their ideasES12-6 use a widening vocabulary with control and for particular effect | Students are to work through the metalanguage activities **(Resource 6).** They are to add to the list of synonyms and then match the definitions with the appropriate terms from the list. Teacher answers on **(Resource 7).**  | Students will be learning the metalanguage of the unit and begin to further expand their vocabulary. In doing so, they will have the opportunity to test their current vocabulary skills and perhaps learn new words and/or clarify the meaning of particular words in the process. Furthermore, the addition of new and unique terms (some in other languages) allows students to understand that some concepts associated with travel are so unique that they actually require a specific term to describe them. |
| Year 11ES11-6 develop understanding of the ways texts are structured to organise information, for example hyperlinks, chapter headings and indexesES11-10 identify the various ways they approach their learning in EnglishYear 12ES12-6 use text structures and language features to communicate ideas and information in a range of media and digital technologiesES12-10 experiment with various approaches to learning and reflect on effectiveness in different situations | Teacher introduces portfolio assessment as learning task (Resource 8) and the way it interacts with the rest of the unit of work. Students are to complete sections 1, 2 and 3 of unit of work, and submit these along with two other pieces of self-selected work as their portfolio. | Students assemble a portfolio that indicates their level of ability in relation to the outcomes. The assessment as learning paradigm allows teachers to work through the activities with the students in a way that facilitates the learning of individual and collaborative language and planning skills. |
| Year 11ES11-5 recognise the text structures and language features of texts, for example visual and aural cues, to differentiate between main ideas, supporting arguments and evidenceES11-6 develop understanding of the ways texts are structured to organise information, for example hyperlinks, chapter headings and indexesES11-10 identify the various ways they approach their learning in EnglishYear 12ES12-5 explain structural and language features, for example visual and aural cues that identify main ideas, supporting arguments and evidenceES12-6 use text structures and language features to communicate ideas and information in a range of media and digital technologiesES12-10 experiment with various approaches to learning and reflect on effectiveness in different situations | Students work through section 1 of the portfolio assessment task (Resource 9), planning an overseas holiday through the use of research and engagement with online resources related to travel. This involves:* selecting an overseas destination.
* organising flights dates of arrival and departure, accommodation, and airport transfers.
* collating information about the destination in regards to local culture and statistics.
* using government websites to vet the destination for purposes of safe travel, and organising appropriate medical precautions.
* creating a 7-day travel itinerary indicating planned activities and experiences.
* reflecting on the journey through the composition of three Facebook posts.

Some sample Facebook posts in section 1 are also included (Resource 10) for students to model their own posts after. These can be deconstructed as a class to show use of tone, structure, language, content and other elements to convey meaning through digital media. | Students will authentically explore the logistics of planning an overseas holiday through their completion of this section of the unit of work. Some parts of the activity provide scope for reflection of the impact of travelling. |
| Year 11ES11-5 recognise the text structures and language features of texts, for example visual and aural cues, to differentiate between main ideas, supporting arguments and evidenceES11-6 form opinions on the effectiveness of particular types of texts in achieving their purposesYear 12ES12-5 explain structural and language features, for example visual and aural cues that identify main ideas, supporting arguments and evidenceES12-6 experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas | Students are provided with the worksheet on Visually Representing the ‘Physical Journey’ **(Resource 11),** they should be provided with access to relevant ICT materials to complete the associated activities. | Students come to understand how physical journeys can be visually represented through symbols and ideas that are usually associated with this type of journey. They then reflect on a physical journey of their own, demonstrating their renewed understanding through a visual representation (a collage). |
| Year 11ES11-10 identify the various ways they approach their learning in EnglishES11-10 use ICT tools strategically to support learningYear 12ES12-10 experiment with various approaches to learning and reflect on effectiveness in different situationsES12-10 access a range of resources to support their learning | Students choose and research a local tourist destination for section 2 of the assessment as learning task (Resource 12). Students then collaborate with each other and the teacher to plan an excursion.Teacher takes students on above excursion. Students use this time to take photographs of their daytrip (see activities below for explanation). | Students will put their planning skills into action and test their organisational capacity by working as a class to implement their own excursion.Students will authentically explore the impact of travel on their understanding of the rubric by embarking on a real journey to a nearby locale of note. |
| Year 11ES11-5 recognise the text structures and language features of texts, for example visual and aural cues, to differentiate between main ideas, supporting arguments and evidenceES11-6 form opinions on the effectiveness of particular types of texts in achieving their purposesYear 12ES12-5 explain structural and language features, for example visual and aural cues that identify main ideas, supporting arguments and evidenceES12-6 experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas | Teacher takes students through worksheet on section 3 of the portfolio assessment task and how to set up a class-only Instagram account. **(Resource 13)**After the photographs have been uploaded and categorised online, students use the section 3 worksheet (Resource 14) to explain and reflect on their 5 best photographs. | Students will use social media technology to document and reflect upon their understanding of travel, providing a table that unpacks their use of hashtags to represent their experiences. |
| Year 11ES11-5 investigate the aesthetic effects of the use of specific language features and techniques in a variety of literary and multimodal textsES11-6 draw on a broadening vocabulary to use language with increasing control for particular effectsYear 12ES12-5 compose structured texts that explain the ways language features, text structures and stylistic choices have been used in texts for particular effectsES12-6 use a widening vocabulary with control and for particular effects | Teacher reads through taxonomy sheet (Resource 15) with students, explaining the purpose of categorising words and how this builds our capacity for greater vocabulary. Students undertake activities on sheet to consolidate their understanding before then building their own taxonomy for their excursion photographs. | Students are able to categorise their pictures to show an increased ability to self-evaluate and build lexical understanding. This activity also increases the level of engagement between students and their work, and stretches their vocabulary further. |
| Year 11ES11-5 understand that words and grammatical choices may vary in meaning depending on the context of useES11-6 explore a wide range of different types of texts to identify different strategies and styles of composingES11-6 form opinions on the effectiveness of particular types of texts in achieving their purposesYear 12ES12-5 identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speechES12-6 analyse a wide range of different types of texts, exploring the different strategies and styles of composingES12-6 assess the effectiveness of particular types of texts in achieving their purposes | Students read an example of travel writing (Resource 16). Teacher may annotate on screen to highlight key ideas, observations about language used, purpose of writing, and so on. Students then respond to the text by answering comprehension questions (Resource 17) – summarising ideas, monitoring the text, and describing content by linking the photographs to the text. | Students will answer the questions to demonstrate their ability to understand an example of travel writing on multiple levels – as a whole text, as a piece of multimodal communications that incorporates photographs, and on a sentence and word level. |
| Year 11ES11-6 form opinions on the effectiveness of particular types of texts in achieving their purposesES11-6 recognise the similarities and differences between the language features, text structures and stylistic choices used in a range of texts composed for different purposes, audiences and contextsES11-6 use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character’s back storyYear 12ES12-6 assess the effectiveness of particular types of texts in achieving their purposesES12-6 recognise the effects of media, types of texts and text structure on audiencesES12-6 use texts structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character’s back story | Students are provided with the worksheet on Travel Blogs **(Resource 18).**They are introduced to what a Travel Blog is and then must use an ICT resource to complete the activities on the worksheet for which they will engage with various travel blogs to answer questions and then compose their own two posts for an imaginary travel blog. | Students build off their prior understanding of the previous text to explore travel blogs in real time, using guided questions to engage with the text authentically. |
| Year 11ES11-5 compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in textsES11-10 monitor their own learning in English and start to assess their own strengths and weaknessesYear 12ES12-5 appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal textsES12-10 recognise that reading, viewing and/or listening is an active and interactive process in which personal experiences and expectations influence understanding and interpretation | Students are provided with a copy of ‘The Secret Life of Walter Mitty’ by James Thurber to read (can be found online with permission and for free at the New Yorker website) and then complete the questions on the text (Resource 19). | Students will demonstrate their comprehension of the text through their connection of the content to the ideas described in the rubric. |
| At the teacher’s discretion, students complete the associated activities while viewing the film, ‘The Secret Life of Walter Mitty’ (or completing the activities once the film has been completed). | N/A | N/A |
| Year 11ES11-5 investigate the aesthetic effects of the use of specific language features and techniques in a variety of literary and multimodal textsES11-5 use language with increasing accuracy to communicate own ideas in a variety of contextsES11-5 develop and use appropriate vocabulary and skills in using accurate spelling, effective punctuation and grammar for specific effectsES11-6 explore a wide range of different types of texts to identify different strategies and styles of composingES11-6 form opinions on the effectiveness of particular types of texts in achieving their purposesYear 12ES12-5 interpret a range of texts composed for a variety of purposesES12-5 use language accurately and appropriately to communicate own ideas in a variety of contextsES12-5 develop and use appropriate vocabulary and skills in using accurate spelling, punctuation and grammarES12-6 analyse a wide range of different types of texts, exploring the different strategies and styles of composingES12-6 assess the effectiveness of particular types of texts in achieving their purposes | Students complete the table (Resource 20) by providing a quote or scene as evidence for each of the various journey types and then highlighting as positive or negative.Students complete another table (Resource 21), filling in the concepts of travel that are evident (this can be done individually or as a whole class) and then providing evidence of challenges and obstacles that Walter Mitty overcomes. Students describe outcomes of each challenge in the third column.Some challenges include:* Agonising over whether he should send an online ‘wink’ to Cheryl.
* Getting on board the helicopter with a drunken pilot in Greenland.
* Jumping into the boat from the helicopter and potentially facing sharks and freezing temperatures.
* Running for the bike before the ‘horny Chileans’ can get to it first.
* Braving a volcano so that he can find Sean.
* Travelling into a restricted country (Ungoverned Afghanistan) where there are warlords and dangerous mountains.

Students fill in the worksheet (Resource 22) with dot point information (or simple sentences) that provide an insight into Walter Mitty at the various points in the film. They are to then write a paragraph describing how his character has transformed (physically, mentally, and so on) due to both his physical travels and the various types of journeys that he has undertaken. | Students start to engage on a critical and personal level with the film to support their responses for the interview assessment.Students will demonstrate their understanding of the text through the use of tables that scaffold strategies for collecting ideas and supporting with textual evidence. |
| Year 11ES11-10 identify the various ways they approach their learning in EnglishES11-10 monitor their own learning in English and start to assess their own strengths and weaknessesYear 12ES12-10 experiment with various approaches to learning and reflect on effectiveness in different situationsES12-10 recognise that reading, viewing and/or listening is an active and interactive process in which personal experiences and expectations influence understanding and interpretation | Students are scaffolded in analysing the title quote (“what separates the people we are from the people we want to be?”) through the use of the table provided on the worksheet (Resource 23). They compare who Walter Mitty is, the things that prevent him from being who he wants to be and his daydream persona to the same aspects of themselves and their own lives. Once this table is complete students will then further reflect on this analysis through the answering of a series of questions that they must respond to in their workbooks.  | Students are able to realise that Walter Mitty’s character is a relatable one, and refine their understanding of the concept of travel and how it not only applies to fictional characters but also their own individual everyday lives. |
| Year 11ES11-5 compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in textsES11-10 monitor their own learning in English and start to assess their own strengths and weaknessesES11-10 use and understand the value of writing as a reflective toolES11-10 create texts reflecting on their own learning, considering how individual and collaborative processes can be used to ensure better learning outcomesYear 12ES12-5 appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal textsES12-10 monitor their own learningES12-10 use and understand the value of writing as a reflective toolES12-10 use a range of techniques to reinforce learning, for example visualising, rehearsing, summarising or explaining to someone else | Students plot Walter’s journeys on the map (Resource 24). For teacher reference, the locations (in order) are:* New York, United States of America
* Nuuk, Greenland
* Eyjafjallajokull, Iceland
* New York, United States of America
* Yemen (unseen in film but referred to)
* Himalayas, Afghanistan
* Los Angeles, United States of America
* New York, United States of America

Students will need to use computers to locate the geographical places on the map. Afterwards, students create a guide explaining how they researched, located, and then plotted the journey onto the map.Teacher has the students compare the lyrics of David Bowie’s ‘A Space Oddity’ to the film, drawing connections between the two (Resource 25). Students to nominate one connection from their sheet and share with another student. | Students make connections between the text and other domains of knowledge – text to geography, text to text, and text to own opinion. |
| Year 11ES11-5 recognise the text structures and language features of texts, for example visual and aural cues, to differentiate between main ideas, supporting arguments and evidenceES11-6 explore a wide range of different types of texts to identify different strategies and styles of composingYear 12ES12-5 explain structural and language features, for example visual and aural cues that identify main ideas, supporting arguments and evidenceES12-6 analyse a wide range of different types of texts, exploring the different strategies and styles of composing | Students analyse the film by looking at an annotated screenshot (Resource 26) and labelling their own copy (Resource 27). Students should simply label each element rather than copying the whole description and then use the rest of the space to explain how the description/element supports the idea of what kind of person Walter is. This activity should allow students to gain a better understanding into the type of person Walter Mitty is by simply viewing him via a camera shot. It allows students to understand how a shot type, the props, the costume and various other techniques are used to convey information about a character. (Teacher notes in Resource 28) will assist.)Students analyse three shots of their choice from screenshots (Resource 29). They can cut out and place into their books and annotate around them, or do it on a computer with an uploaded copy of the document. | Students will demonstrate their ability to analyse visual texts and connect techniques to themes that relate to the rubric, deepening their knowledge of the film further through their response to specific, discrete elements. |
| Teacher may also refer to further notes to assist with some of the previous activities (Resource 30); includes quotes, analysis, and questions for thematic focus. | N/A | N/A |
| Year 11ES11-5 use language with increasing accuracy to communicate own ideas in a variety of contextsES11-10 create texts reflecting on their own learning, considering how individual and collaborative processes can be used to ensure better learning outcomesYear 12ES12-5 responds to and/or uses features of oral language for specific purposes, for example tone, volume, pitch, pauses and change of paceES12-10 use a range of techniques to reinforce learning, for example visualising, rehearsing, summarising or explaining to someone else | Assessment of Learning activityStudents undertake Interview preparation by going over questions (Resource 30) with teacher. The teacher then informally interviews each student, using the analytical rubric to assess their understanding of the film and their own ability to reflect on this and the module in general (Resource 31). | Students will demonstrate textual processes by engaging with the thematic content of the film and reflecting on their own learning. Students will also demonstrate their ability to verbally communicate this understanding. |

Additional sources/references

* Resource 22 – [Walter Mitty pics](https://i.pinimg.com/originals/85/5e/f6/855ef6039ad7a5ab734ebfa493ca5ced.png): Kate Moore. Permission granted.
* Resource 26, 27 and 29 – Screenshots are permitted under ‘Fair Dealing’ sub-section 1: Research or study.

Reflection and evaluation

Invite students to complete the student reflection (Resource 32) and then complete your own unit evaluation to support improved delivery next time (Resource 33).