 The shifting nature of identity

Year 11 English: reading to write – transition to senior English

Duration: 10 Weeks

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Unit rationale

In the Common Module – Reading to write, students develop the skills and knowledge to appreciate, understand, analyse and evaluate texts. Students will study and reflect on a variety of texts around the idea of individual and collective identity. The focus text for this unit is Tim Winton’s collection of short stories, The Turning. Students will read and respond to a range of other creative and persuasive texts. These other texts connect with the focus text through the study of textual concepts, genre, language form and features. Students will undertake a range of writing activities throughout the unit to assist in preparing for this task.

Focus question(s)

* How are individual identity and collective identity explored in texts?
* How do composers convey a sense of individual and collective identity?

Outcomes

* EN 11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
* EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
* EN 11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts.

Assessment outline

Students will create an interactive website based on the concept of identity. Incorporated within this web page will be: a thesis statement, critical response, a related text, a narrative and an embedded recording of a dramatic reading of the creative response. This presentation will be used as a resource for other year 11 students.

Texts: Tim Winton - The Turning

| Outcomes/content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| Week 1  Focus Questions:   * How do we define the significance and varying understanding associated with the concept of identity and place? * What is the place of literature in conveying the significance and connections associated with identity and place?   Outcomes:   * A student uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EN 11-2 * A student understands and explains the diverse ways texts can represent personal and public worlds EN 11-7 * A student identifies and explains cultural assumptions in texts and their effects on meaning EN 11-8   Textual Concepts:   * Context * Perspective * Representation * Theme | Introduce unit:  Assessment task  Hand out assessment task and go through time frame and structure of course.  Identity  Activity 1  What is identity?   * How do we represent ourselves in the modern world? * How many defined identities do we have?   + Personal   + Family   + Cyber   + Peers * Students to define the key aspects and differences of each. * What influences the generation of identity?   Students explore how their ideas of identity, values, beliefs and culture have been moulded and influenced from an early age.  Activity 2  Reading/Writing portfolio   * Resource 1 * Students are to explore the changing nature of their own individual identity. * Suggestions:   + Personal profile   + List of online avatars/identities   + Personal timeline   + Changing personal interests over time   + Creative piece – ‘Looking back at the mirror’   Activity 3  Oral storytelling   * What is it? * What is the importance of oral storytelling to traditional cultures and an understanding of identity and place? * What is the difference between true history and traditional storytelling? * View YouTube clip [‘Introduction to Oral Storytelling’](https://www.youtube.com/watch?v=8VlyAb2qaGI) https://www.youtube.com/watch?v=8VlyAb2qaGI * Focus discussion and activity on the use of storytelling to:   + Inform   + Educate   + Pass on culture and values   + Moral codes and conventions   + Entertain * What were the earliest stories that you were exposed to? * What was the purpose behind these stories? * What are the issues and social constructs that influence the changing perceived legitimacy of oral stories?   Activity 4  Traditional Aboriginal Oral Storying   * What is the purpose and the unique cultural significance of Aboriginal oral storytelling? * Resource 2 * View the SMH newspaper article on [‘Putuparri and the Rainmakers’](http://www.smh.com.au/entertainment/movies/putuparri-and-the-rainmakers-review-a-story-of-life-time-and-culture-20150930-gjy85q.html) http://www.smh.com.au/entertainment/movies/putuparri-and-the-rainmakers-review-a-story-of-life-time-and-culture-20150930-gjy85q.html   + Students explore the enduring significance of oral tradition on culture and individual.   + Students focus upon the individual experience of the narrator and the characterisation of this man.   + How does the composer use storytelling to link an individual with place and culture?   + What conflicting discourses exist within these contexts?   + Documentary is available on SBS demand.   Activity 5  Folktales   * What significance do stories play on the development of the individual, community and culture? * Resource 3 - Folktales – Article: [5 Reasons Why Myths, Folktales and Fairytales Stand the Test of Time](http://www.scottishbooktrust.com/blog/reading/2017/08/5-reasons-why-myths-folktales-and-fairytales-stand-the-test-of-time) http://www.scottishbooktrust.com/blog/reading/2017/08/5-reasons-why-myths-folktales-and-fairytales-stand-the-test-of-time * Discuss and analyse language use and issues within the article.   + Identify five folk stories from around the world.   + Identify the purpose behind each.   + Explore and analyse the forms and features that support and enhance the lessons provided within each.   Activity 6  Dramatic Reading   * What are the key differences between a dramatic reading and reading aloud? * Students are explore the concepts of performance and characterisation and the choices made by composers. * Class can view celebrity dramatic readings of popular songs. For example: [Morgan Freeman reads ‘Love yourself’ by Justin Beiber](https://www.youtube.com/watch?v=r8Eg49_bBSQ). https://www.youtube.com/watch?v=r8Eg49\_bBSQ   + How does the dramatic reading change the audience's response to the same lyrics as they were sung?   + Students identify key words or phrases that convey significantly changed meaning.   + Class discusses and develops 5 key techniques necessary for producing a dramatic reading. | * Students write a basic /developed /insightful reflection of the significance of identity and empathy towards others.   Reading/Writing portfolio   * Throughout this unit student will produce written texts of a variety of different forms. It is encouraged that at least one period a week be devoted to the student writing process, whether it is planning, drafting, editing or peer to peer feedback. * Students are encouraged to construct their own writing portfolio. Digital Portfolios through applications such as OneNote will aid the development of research skills. * Regular portfolio checks, whilst not part of the formal assessment, form evidence on student engagement with the course. * Students write a basic /developed / insightful reflection of the significance and enduring quality of storytelling in their past. * Students identify in a basic / developed / insightful way, how the forms and features in texts convey cultural conventions through generations. * Students identify the unique significance of oral storytelling * Students identify local Aboriginal stories through connection with Lands Council and AECG. * Students explore the basic / developed / insightful / sophisticated link between character and landscape through stories. * Students identify and connect the basic / developed / insightful use of language forms and features used to convey the relationship between the landscape and the individual. * Students research examples of folktales from around the world. For each texts students complete a basic / developed / insightful analysis that explores the assertions from the article:   + Folk and fairy tales evoke a sense of place, culture and social history   + They are proof of the power and breadth of imagination   + They can serve as a strong moral compass   + They can unite us with their timeless and universal messages   + They are a strong link to past generations   Reading/Writing portfolio   * Students appropriate a popular folktale into a modern context. * Individually or in pairs, students choose a story or a song that has particular relevance to their sense of identity. Students develop a basic / developed / insightful dramatic reading of this text to be performed in class. * Students write a brief reflection statement identifying the choice of the song and the decisions that influenced their dramatic reading. |
| Week 2  Focus Questions:   * How is identity and a sense of place conveyed in the digital age?   Outcomes:   * A student responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure EN 11-1 * A student uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EN 11-2 * A student identifies and explains cultural assumptions in texts and their effects on meaning EN 11-8 * A student reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner EN 11-9   Textual Concepts:   * Representation * Code and convention | Websites  Activity 1  Analysis:   * Resource 4 - Webpage analysis template * What makes a ‘good’ website? (Evaluation of a website) - see example site: https://sites.google.com/education.nsw.gov.au/websitedesign/home * What are the forms and features of a website? * How is information communicated in a different way? * Why are websites an important text type / medium today? * Analyse some popular websites. Consider each of the following:  1. Relevance of the information 2. Accuracy and date of completion 3. Is the website visually engaging? 4. Is the font size and colour appropriate for the site? 5. Are there navigational links for the site? 6. Is there a clear audience for the site? 7. Is the layout logical? 8. Does the language and content suit the audience? 9. What alterations would you make?   Activity 2   * Using the YouTube videos on the example website students can create a website. * Lead a class investigation of Google Sites - initial exploration of how the site works. Create a general page with the following:   + Additional pages   + Text box   + Embedded videos   + Images   + Change of theme   + Links to other sites   + Uploaded content (for example; image, document)   + Survey / Google form | * Students produce a basic / developed / insightful analysis of website design - annotations of forms and features; initial creation of website * Students articulate a basic / developed / insightful analysis of what features make an effective webpage.   Reading and Writing portfolio   * Students produce a basic / developed / insightful webpage review on a website of their choice |
| Week 3  Focus Questions:   * Is identity genetically created? * What impact does knowledge of personal history have on identity?   Outcomes:   * A student analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning EN 11- 3 * A student applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts EN 11-4 * A student identifies and explains cultural assumptions in texts and their effects on meaning EN 11-8   Textual Concepts:   * Authority * Character * Context * Perspective | Ancestry.com  Activity 1  Examine the homepage of the [ancestry website](http://www.ancestry.com.au) www.ancestry.com.au   * Students complete the following questions:   + Why are they using anachronistic images?   + How is the quote connected to the salient image?   + What is the connection between the symbols (books, picture, crown and sword) on the site and the purpose of the company?   + How are the comments about family reinforced by other parts of the page?   + What is the reason for ‘Stories From Our Members’ section?   + How are the visuals of the web page used to promote the idea of researching of identity through DNA?   + ‘There are many paths to finding your family story’. What does the above quote reveal about your understanding of identity?   + How does ancestry.com help define an individual’s identity?   Activity 2  Going On A Journey With Your DNA   * Resource 6 - Small World Analysis Table * [Going On A Journey With Your DNA Resources](https://www.youtube.com/watch?v=l_ba7EHLTRE&list=PLcTG-OItegCv4YWiH1HUx8X2HnEgIHlv0): https://www.youtube.com/watch?v=l\_ba7EHLTRE&list=PLcTG-OItegCv4YWiH1HUx8X2HnEgIHlv0 * View the ‘It’s a Small World’ clips on the Ancestry site also available on Youtube. * Discuss what the people learn and how are they changed by what they learn. * Complete a table examining the journeys of four participants.   Activity 3  DNA and Identity   * Students select another participant and document their journey in the same manner as the previous four examples. Students identify and explain any common experiences of the experiment. * Some ideas students could examine the following ideas:   + By knowing how different they all were brought them closer together as a community.   + Who you think you are and what you are scientifically is very different.   + The more we learn about who we are the more we are changed by that information.   + There is a scientific and metaphysical connection between all humans.   + If you know where you came from, you have a good idea of who you are now and what you will be in the future.   Activity 4  Reading/writing Portfolio   * In journals students reflect on the following:  1. what they have learnt about web design 2. how scientific knowledge of an individual’s DNA impacts on their identity. | * Student responses will establish a basic / developed / insightful understanding of web page construction. Student responses should assist in the construction of their websites for the assessment task. * Student responses should develop a basic / developed / insightful perception that the more a person knows about their heritage/culture and history, the more it changes their sense of self. Student responses should also reinforce the idea that there are many ways to create identity. * Student responses should reflect a basic / developed / insightful concept of identity deepening with the research of personal histories. * Student responses reflect a basic / developed / insightful understanding that knowing identity broadens a person’s world and connects people in a community while remaining unique.   Reading and Writing portfolio   * Students produce a basic / developed / insightful exploration of their personal ancestry or an individual of their choice. Potential for creative appropriation. |
| Week 4  Focus Questions:   * How do composers convey insights into an individual identity and a collective identity?   Outcomes:   * A student analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning EN 11- 3 * A student applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts EN 11-4 * A student identifies and explains cultural assumptions in texts and their effects on meaning EN 11-8 * A student reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner EN 11-9   Textual Concepts:   * Perspective * Authority | Collective Identity  Activity 1  Changing nature  Texts:  Stan Grant’s ‘Racism is destroying the Australian Dream’   * Go to the [ethics centre website](http://www.ethics.org.au): www.ethics.org.au and view the opening introductions (up to 2 min mark) made by Simon Longstaff for an overview of the topic and guests involved in the ‘debate’.   + Question: From the introductory 2 minutes, what do you think this debate will have to say about the ‘collective identity’ of Australians?   + Introductory activity – what are the key elements of a debate / argument? Brainstorm. Focus on the key elements of structure and thesis.   Activity 2   * View [Stan Grant’s speech on the website](http://www.ethics.org.au/on-ethics/blog/january-2016/stan-grant-s-speech-on-racism-and-the-australian-d): http://www.ethics.org.au/on-ethics/blog/january-2016/stan-grant-s-speech-on-racism-and-the-australian-d * Resource 7 - Stan Grant Speech Transcript * With varying levels of teacher support - annotate the transcript with keywords of emphasis, pauses & body language that Grant uses in his speech presentation to emphasise his point. * Explore the use of historical figures in Grant’s speech. To what extent do they further his argument that ‘Racism is destroying the Australian Dream’ * Focus Question: What does this speech tell us about his perspective on the collective identity of Australians?   Activity 3  The Rabbits by John Marsden and Shaun Tan   * What does the front cover depict? What connotations are created? * Describe the rabbits –what visual imagery is used to communicate the stance of the rabbits? * Explain how the viewer is positioned to see the story with the use of the first text, ‘The rabbits came many grandparents ago’. * Why is the text minimal and the book reliant on the use of imagery? What is the significance of this in regards to audience and purpose? * What does the allegorical story of the white rabbits invading the land of the marsupials represent? * Explain the symbolism of the rabbits versus the marsupials. * Describe how the size and positioning of images are used throughout the text. Consider how this changes from the beginning to the end. * Analyse how colour is used throughout the text. Consider the connotations associated with different colours that are used. * Analyse how responders are positioned to see the impact of the encounters between the rabbits and the marsupials. Why is this significant? * What is the purpose of the rhetorical question used at the end of the text? How is this contrasted with the remaining illustrations? * What is the general concept of ‘identity’ seen in The Rabbits? * Explain the meaning Marsden and Tan are exploring concerning the notion of identity and its impact.   Activity 4  The Little Refugee by Anh Do and Suzanne Do, illustrated by Bruce Whatley   * Identify the colours used while the characters are in Vietnam compared to the arrival in Australia. Why is there a significant change from sepia tones to colour? What does this represent? * Describe the sense of identity from the opening pages. How is Vietnam described and what impact is this shown to have for the characters? * Describe the experience of the refugees on the journey from Vietnam. * The storm is a symbolic representation of the experiences of the refugees. What does this represent and what is its significance? * How does the tone shift on arrival to Australia? Why? * Explain how the identity of the characters changes with the new environment. Consider the physical changes evident in the visuals as well as the written text. * Identify how Whatley uses images to convey a sense of place and emotion. * Describe the layout of images and its significance. Consider salience, foreground and background. * Why is this written in the style of first person memoir? How does this contribute to the sense of identity? | * From the introductory 2 minutes, student responses will show a basic / developed / insightful understanding of what they think the debate will have to say about the ‘collective identity’ of Australians?   + Students responses will show a basic / developed / insightful understanding of how a speech presented for a specific purpose and audience allows insight into composer’s perspective on issues of identity.   + Student responses will show a basic / developed / skilful ability to highlight key words, pauses and body language that Grant uses for emphasis and comment on their effectiveness.   + Student responses will show a basic / developed / skilful ability to Identify key historical figures that Grant refers to in the speech ‘Racism is destroying the Australian Dream’ and to explore how they are used to further his argument?   + Students responses will show a basic / developed / perceptive understanding of how a speech presented for a specific purpose and audience allows insight into composer’s perspective on issues of identity. * Students will consider how the picture book texts, The Rabbits (John Marsden) and The Little Refugee, (Anh Do) communicate the concept of identity through visual and written language techniques. * Student responses will show basic / developed / insightful understanding of:   + How imagery is used to create meaning   + Connection between written and visual elements   + Significance of audience and purpose   + Impact of allegory   + Use of symbolism   + Salient images, foreground, background   + Colour and associated meaning   + Positioning of responder   Reading and Writing portfolio   * Students produce a basic / developed / insightful critical response to one of the four texts studied. Students are encouraged to find contemporary/current links within the media. |
| Week 5  Focus Questions:   * What are the underlying connections between a personal and a national understanding of identity? * How can we appreciate the role Australian literature plays in shaping our collective Australian identity? * How important is a sense of identity of place to an understanding of Australian culture? * In what ways does Tim Winton represent our collective Australian identity? * How can imaginative re-creation deepen our engagement with the concept of individual identity?   Outcomes:   * A student applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts EN 11-4 * A student identifies and explains cultural assumptions in texts and their effects on meaning EN 11-8   Textual Concepts:   * Genre * Character * Context * Literary Value * Perspective | Australian Identity  Tim Winton - The Turning  Activity 1   * Students explore the National Library of Australia government web archive site [‘Australian Language, Letters and Literature’.](http://webarchive.nla.gov.au/gov/20160615195441/http:/www.australia.gov.au/about-australia/australian-story/austn-language-letters-and-literature) http://webarchive.nla.gov.au/gov/20160615195441/http://www.australia.gov.au/about-australia/australian-story/austn-language-letters-and-literature * Discuss with students which of these texts they are familiar with. What is it about these texts that identifies them as uniquely Australian? Paterson’s Waltzing Matilda can be used as a stimulus text to brainstorm the representation of Australian iconography. * There is a clear underrepresentation of ATSI authors in the literature listed. Discuss with students why this may be. What does this suggest about the nature of Aboriginal storytelling? What does this suggest about the basis of our national identity? Teachers may provide an additional list of ATSI text titles for students to explore. * Students select one or more of the quality texts, listed on the site in any medium, that has formed the Australian ethos; for example; Clarke’s For the Term of his Natural Life, Lindsay’s The Magic Pudding. * Resource 9 - Reading Log * Students research and read their selected text/s, and record their reading progress on a READING LOG (Resource 9). This log can also be used when exploring Winton’s The Turning. * For each text read, students compose a reflection statement (Resource 7) in response to the focus question: How can we appreciate the role (text title) plays in shaping our collective identity? Students submit reading and reflection log at the end of the unit.   Activity 2  Resource 10 - Fakebook profile pack  Fakebook profile   * Students are presented with a biography of Tim Winton, view ABC News interview Tim Winton reflects on how Albany shaped his life, and read Winton’s essay ‘The C Word’.   + [Biography](https://literature.britishcouncil.org/writer/tim-winton) https://literature.britishcouncil.org/writer/tim-winton   + [Reflecting on life in Albany](https://www.youtube.com/watch?v=DbVQT4ouwzc) https://www.youtube.com/watch?v=DbVQT4ouwzc   + [The c-word](https://www.themonthly.com.au/issue/2013/december/1385816400/tim-winton/c-word) https://www.themonthly.com.au/issue/2013/december/1385816400/tim-winton/c-word * Using the information gathered, students create a Fakebook profile page on Tim Winton detailing his achievements, his works, his notoriety in Australian Literature, how Winton’s sense of place and early childhood experiences influences his work, and his political and social commentary. * Students record their reading and viewing in their Reading and Reflection Log, responding to the focus question: In what ways does Tim Winton reflect and shape our collective Australian identity? Students should be guided to consider the values and attitudes represented in the three texts presented.   Activity 3  Tales of turning   * Orientate students to the notion of ‘Turning’. What does it mean when an individual ‘turns’? * Resource 11 - Chapter Titles * Resource 12 - Visual Stimulus – teacher to source appropriate images * Resource 13 - Micro stories * Provide students with either the chapter titles from Winton’s The Turning (Resource 9) or images from the film (Resource 10). Students consider the notion of ‘turning’ in conjunction with the concept of individual identity. Using their selected stimulus piece (title or image) as a writing prompt, students complete the micro stories writing activity. * Students share their compositions with the class and place on display. * Students read The Guardian’s book review on Winton’s The Turning. Consider Winton’s purpose in his collection of short stories. How does the author of this review interpret Winton’s notion of ‘turning’? Justify why Winton’s work is representative of the concepts of collective and individual identity? Why do you think Winton chose the short story form to achieve his purpose? What is the author’s opinion of Winton’s work? How does the author of the review manipulate language to persuade us to accept their perspective? * Students complete a reflection statement on the book review in their Reading and Reflection Log. | Reading and Writing portfolio   * Students produce a basic / developed / insightful reading log entry and reflection statement.   Reading and Writing portfolio   * Students produce a basic / developed / insightful micro story composition based upon stimulus material.   Reading and Writing portfolio   * Students produce a basic / developed / insightful reading log entry and reflection statement. |
| Week 6  Focus Questions:   * How is the significance of place shaped through language forms and features? * How does setting form a sense of identity? * How is individual and collective identity represented in Tim Winton’s short story Big World?   Outcomes:   * A student applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts EN 11-4 * A student investigates and explains the relationships between texts EN 11-6 * A student identifies and explains cultural assumptions in texts and their effects on meaning EN 11-8 * A student reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner EN 11-9   Textual Concepts:   * Connotation, imagery, symbolism * Narrative * Point of view * Style | It’s a big world  Activity 1   * Students read Tim Winton’s short story ‘Big World’ from his collection The Turning. * Discuss the title of the story. How does this position reader expectations?   Activity 2  Resource 14 - Big World Reading Guide   * Students complete the ‘Big World’ Reading Guide. * Students write a reflection statement in their Reading and Reflection Log.   Activity 3   * Dixon, M., ‘Building stories: For year 10 and beyond’, in Creative Horizons: Crafting Creative Writers, English Teachers Association, Lidcombe, 2016, pp 73-87 * Review with students the short story form focusing on how its structural and literary features interact in the final product. Character, setting, plot, style, mood and tone all support the theme of identity in ‘Big World’. The above resource provides structured activities on the short story form.   Activity 4   * Block out. Provide students with a one to two paragraph excerpts from ‘Big World’. To assist students to identify and understand how Winton’s knowledge of language patterns, structures and features is applied to shape meaning within a particular concept, students complete the following transformation activity. * Using a thick black marker, students block out the parts of speech that do not contribute to the development of imagery, keeping instead figurative language, adjectives, verbs and adverbs. * Using the remaining language, students compose a free verse poem that replicates the main idea they used in their micro story or a new idea about the notions of turning and identity.   Activity 5   * Resource 15 – Using thick analysis: representations of discovery in Tim Winton’s The Turning by Brigitte Rieger, English Teachers Association NSW, metaphor issue 2, 2015 * Using thick analysis on ‘big world’. This resource was created by the ETA for the previous Area of Study: Discovery. However, it is easily adapted to suit the purpose and focus of this unit. * Students undertake a thick analysis of ‘Big World’ connecting with alternate readings of the text in new worlds, values and ideologies. * Students also analyse how the following language features shape meaning with the concept of individual and collective identity:   + Pathetic fallacy   + Juxtaposed landscapes   + Confessional voice   + Flash forward   + Irony   + Tactile, visual and olfactory imagery   + Historical allusion   + Ironic foreshadowing   Activity 6  Extended response. Using the knowledge they have gained regarding the focus question ‘How is individual and collective identity represented in Tim Winton’s short story Big World?’ students respond to the following extended response:   * ‘Big World’ explores the individual identity of two characters. However, the relationship between these characters is more significant for how it reveals the role of place and landscape in forming a collective identity. Discuss. | Reading and Writing portfolio   * Students produce a basic / developed / insightful reading guide of ‘Big World’. * Students produce a basic / developed / insightful reading log entry and reflection statement.   Reading and Writing portfolio   * Students produce a basic / developed / insightful free verse poem reflecting their understanding of the concepts of turning and identity.   Reading and Writing portfolio   * Students produce a basic / developed / insightful extended response to the set question. |
| Week 7  Focus Questions:   * How does gender influence storytelling? * How do history and memories help create identity?   Outcomes:   * A student investigates and explains the relationships between texts EN 11-6 * A student identifies and explains cultural assumptions in texts and their effects on meaning EN 11-8   Textual Concepts:   * Point of view * Character * Perspective * Context | Damaged Goods  Resource 16 - Identity Debate  Activity 1   * Before reading the story have students complete the document Identity Debate where they indicate whether they agree or disagree with the comment. Have a class discussion or class debate on the student’s viewpoints from the comments.   Activity 2   * Explain the meaning of the title and who it could relate to?   Activity 3   * Why is Gail (the narrator) interested in Vic’s childhood and Alison?   Activity 4   * The story explores the identity of three characters. The links between them reveal more about the deep nature of character. Identify five things revealed about Alison, with quotes from the text. Then explain what this implies about Vic’s personality. Finally explain what this then reveals about Gail, the narrator. Use the Character Table to complete the activity. * Resource 17 - Damaged Goods Activities | * Student responses will help form their opinions of the connection between physical appearance and identity prior to reading ‘Damaged Goods’. * Student responses will reflect a basic / developed / insightful understanding that all the characters in the story are ‘damaged’ in some form and they will articulate the reasons for their faults. * Student responses will express a basic / developed / insightful understanding that examining a person’s history leads to an understanding of their identity and relationship with others. * Student responses will reveal a basic / developed / insightful link between the characters and how identity can be understood based on the stories that are important to the individual. * Student responses will use the information from the previous activity to create three paragraphs that analyses the narrative and the idea of identity in preparation for the assessment task. * Student responses should articulate a basic / developed / insightful understanding of different perspectives of storytelling based on gender. |
| Week 8  Focus Questions:   * Is identity formed by experiences or are we born with an identity? * How do composers create meaning on identity in their texts?   Outcomes:   * Responds to and composes increasingly complex texts for understanding, interpretation, analysis imaginative expression and pleasure EN 11-1 * Analyses and use language forms and features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning EN 11-3   Textual Concepts:   * Authority * Code and convention | Damaged goods - continued  Resource 18 - Damaged Goods Character analysis  Activity 5   * Using alarm write three paragraphs for the following question: * How does Winton capture the idea that it is the imperfections in a person’s character that emphasise a person’s identity in ‘Damaged Goods’?   Activity 6   * Contrast the narrative voice of Gail in ‘Damaged Goods’ to Vic’s narrative voice in ‘The Commission’ or ‘Big World’. How does the female voice differ from the male voice in Winton’s writing? What gender characteristics are reflected in the recounts?   Activity 7  Class time given for drafting and editing of final Webpage submission.  Students are encouraged to conference peer-peer. | * Student responses for the comprehension activities should establish a sound understanding of the characters and the narrative. * Student responses for the analysis should reflect a basic / developed / insightful understanding of the concept of identity and how Winton is expressing his idea of identity in the narrative. |
| Week 9  Focus Questions:   * How we can we deepen our engagement with texts through imaginative recreation and distinctive voice and sense of place?   Outcomes:   * A student responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure EN 11-1 * A student uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EN 11-2 * A student analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning EN 11- 3 * A student investigates and explains the relationships between texts EN 11-6 * A student identifies and explains cultural assumptions in texts and their effects on meaning EN 11-8 * A student reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner EN 11-9   Textual Concepts:   * Authority * Code and convention | Commission  Students read the short story ‘Commission’.  Resource 19 - Commission Story Analysis  Activity 1  Students complete the questions on the ‘Commission Story Analysis’ document.  Resource 20 - Commission Quote Analysis  Activity 2  Students complete the table for the Analysis of Quotes document. Students work in groups to complete the table. They identify the techniques used in the quote, explain the meaning of the quote and the intended impact on the audience’s understanding of the concept.  Activity 3  Class time given for drafting and editing of final Webpage submission.  Students are encouraged to conference peer-peer. | * Student responses for the comprehension activities should establish a basic / developed / insightful understanding of the characters and the narrative. Student responses for the analysis should reflect a deeper understanding of the concept of identity and how Winton is expressing his idea of identity in the narrative.   Student responses should assist students in identifying and analysing quotes from texts. Responses should also reflect an understanding of how techniques create meaning.  Reading and Writing portfolio   * Students produce a basic / developed / insightful creative response to the significance of the creation of the individual within contexts. * Students reflect on their submissions to their portfolio. * Students to select the two submissions that reflect their growth of understanding throughout unit. |
| Week 10 | Publishing/Viewing of Assessment and reflection  Activity 1   * Students view web pages and provide a critique of at least three different web pages using pervious resource.   Activity 2   * Students complete evaluation | * Assessment completion and submission |

Reflection and evaluation: