 Module B: Close Study of Literature

Year 11 English Standard Module B Program

Duration: 40 hours

Rationale

In this module students develop their knowledge and appreciation of Craig Silvey’s novel Jasper Jones or Kate Mulvaney’s adaptation of Jasper Jones for the stage. Through their close study of and personal responses to the novel or play, they develop an understanding of key characters - Jasper Jones, Charlie Bucktin, Jeffrey Lu, Mad Jack Lionel and Eliza Wishart- and the ideas they might represent, such as the nature of reality, conformity, identity and prejudice in Australian society. This understanding will also be informed by close examination of key stylistic features, such as narrative construction, narrative voice, intertextual allusions, motif, foreshadowing, dramatic irony and pathetic fallacy.

Students analyse, examine, identify and consider the social, historical, cultural and personal context of the novel or the play and its underpinning of 1960’s conservative Australian cultural assumptions. They explore, analyse and evaluate the power of language in shaping meaning in Jasper Jones.

Focus Question(s)

* How do the distinctive qualities of texts shape the way we respond to them?
* How do texts represent ideas and concerns from the context in which they are composed?

Outcomes

* EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
* EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
* EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
* EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Assessment

Peer-marked extended response (Assessment as Learning)

| Assessment for learning | Assessment as learning | Assessment of learning |
| --- | --- | --- |
| * Based on the 1960’s contextual framework, students will complete a Kahoot. * Evaluation tools, in-class tasks to consider the Australian context in Jasper Jones.  1. 1960’s 2. Vietnam war 3. Country Western Australia and its conservative role 4. Conservative white Australian view 5. Preconceived ideas of the Indigenous community. 6. Pre 1967-referendum | * Peer feedback activity based on an extended response * Expert group activity - Three Scenes * Cornell notetaking * STEAL PARAGRAPH (drafting process) scaffold, model, and independent completion. * Alarm Matrix sample | * Various reflective activities, that can include monologue, diary entry, youtube video, slam poetry and a visual representation   Formal Task Options   * Assessment Task 1:   Formal Essay response  Or   * Assessment Task 2:   A representation task  Or   * Assessment Task 3:   Dramatic monologue character task. |

Texts

* Jasper Jones (prose fiction) by Craig Silvey, edition used - EAN: 9780375866272

OR

* Jasper Jones (drama) by Kate Mulvany (relevant content is shaded blue)

| Outcomes/ content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  Develop and apply contextual knowledge:   * + analyse how texts are created in and for a variety of contexts, audiences and purposes(ACEEN001)   EN11.8 identifies and explains cultural assumptions in texts and their effects on meaning  Engage personally with texts:  identify cultural assumptions in their own texts and in their responses to the texts of others  Develop and apply contextual knowledge:   * + recognise how context influences the cultural assumptions that underpin their own and others’ compositions of, and responses to, texts | Introduction to the module:  This is familiar to most teachers as a close study has been part of the stage 6 syllabus for some time. It is important for the students to engage with, and spend time unpacking the key language of the rubric. Students will examine the vocabulary of the rubric. They identify the key terms and will be given a definition (from the syllabus) of each. In resource-01-rubri- sheet, students will complete interpretation style paragraphs that will incorporate their understanding of the module through the focus questions and the rubric. They will complete a kwl form after they have a clear understanding of the rubric and its demands.  Introductory context to the narrative.  Students will view and discuss the context and its impact on the text Jasper Jones, via a slide resource-02-context-slide. They will reinforce their knowledge of the context of the text, by completing a kahoot (in evidence of learning). After this, students list and describe the impact of the context relevant to the play.  Students will develop an initial introduction to the context of the text through a slide and this will be reinforced through a kahoot. | * Resource-01-Rubric-Sheet * Students will show their understanding of the rubric and how the close study is more than an analysis of content, but rather a personal interpretation of the text and the impact of the social contexts relevant to Jasper Jones. * Resource-02-contextslide) Context Google slide (Jasper Jones Context). * Pre-reading activity: Students will complete a [Kahoot for context](https://play.kahoot.it/#/k/60de73b7-5541-4244-bc7c-36b54b722436). https://play.kahoot.it/#/k/60de73b7-5541-4244-bc7c-36b54b722436 |
| * EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure   + Develop and apply contextual knowledge: - analyse how texts are created in and for a variety of contexts, audiences and purposes(ACEEN001) * EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning   Understand and apply knowledge of language forms and features:   * + assess and reflect on the ways values and assumptions are conveyed (ACELR058) and: analyse and discuss the ways ideas, voices and opinions are represented * EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner   + Understand and apply knowledge of language forms and features: use and understand the value of writing as a reflective tool | Students read synopsis of Jasper Jones (resource-03-synopsis) and underline/highlight 10 things from the text using an adaptation of the Cornell notetaking method (a modelled example has been included in the resource on the character of Jasper Jones). Students note thoughts, context, questions, themes, etc. Examples that could be highlighted include:   * New vocabulary or key words: ‘booksmart’, ‘conscience’, ‘combative’, ‘enigma’, ‘reclusive’. * Characters: Laura Wishart, Eliza Wishart, Jeffrey Lu, Mad Jack Lionel, Charlie. * Lexically dense terms that have relevance to the themes of the novel: ‘cricket-mad’, Vietnamese refugee, mid-1960s. * Parts of the text that provoke a personal response: Laura Wishart dead and hanging from the tree, tension in the town, the accident that killed Jasper Jones’ mother, Mad Jack Lionel being shunned by the town, the sexual abuse of Laura Wishart, Jasper leaving town, Laura’s suicide, the lack of punishment for Laura and Eliza’s father. | * Student engagement with note-taking method encourages identification of themes and key ideas, facilitating greater understanding of the text and increased personal engagement. |
| * EN11-3 Engage personally with texts   + Engage with increasingly complex texts to understand and appreciate the power of language in shaping meaning * EN11-1 Develop and apply contextual knowledge- analyse how texts are created in and for a variety of contexts, audiences and purposes (ACEEN001) | Author context- Craig Silvey resource-04-silvey-context  Students will examine Craig Silvey’s background to the novel and demonstrate their understanding of how the author’s background helps to shape the decisions that are made in the text.  Students read through the Author’s Context information sheet and the Booktopia interview with Craig Silvey. resource-05-Silvey-interview   1. What aspect of Silvey’s personal background influenced his choices in writing Jasper Jones? 2. How can the author’s personal context change/challenge the way the story is perceived? | * (resource-04-silvey-context) Craig Silvey information sheet * Resource-05-Silvey-interview: Interview with Craig Silvey: * [Ten Terrifying Questions](https://blog.booktopia.com.au/2010/04/12/feature-craig-silvey-answers-ten-terrifying-questions): https://blog.booktopia.com.au/2010/04/12/feature-craig-silvey-answers-ten-terrifying-questions/ * Student's responses to the focus questions demonstrates their understanding of the impact of the author’s context on the novel. |
| ENS11-8 A student: identifies and explains cultural assumptions in texts and their effects on meaning  Develop and apply contextual knowledge   * recognise how context influences the cultural assumptions that underpin their own and others’ compositions of, and responses to, texts | Suggested lessons and activities for the play  Revision: Comparing Text Types (resource-06-comparing-text-types) Either in pairs in class, or as a homework activity, revise some of the basic differences between prose fiction, drama and film.  Through Comparing Text Types worksheet, students note differences between a novel and a play and will reinforce this knowledge via an Exit Slip, either verbally or in writing  Context of the adaptation of novel to Play  This lesson is intended to explore some of the challenges and rewards of adapting a popular novel into a play script. Students explore some ways that form and structure can affect the meaning and impact of a story. The playwright’s decisions about events, characterisation and setting are explored.  Read and discuss the material in (resource-07-mulvaney-articles)  Sydney Morning Herald article ‘Kate Mulvaney on why she turned to readers when adapting Craig Silvey’s Jasper Jones’, and Q&A with Craig Silvey.  Students will complete an exit slip, (these can be written or verbal), where they identify five challenges of adapting a novel into a play.  This is a secondary activity that is similar to the one above but may suit a different environment.  K Mulvany - Introduction to the author  This is to give students the opportunity to know the author and why they write, in this case how they take an original and transform it into a new form. The aim is to create an understanding of authorial voice and its impact in the play. Think, Pair, Share activity: students will view the YouTube Melbourne theatre video and take notes whilst watching the video.  Pair with the person next to them and add to their own notes, and finally share their information with the class. Driving this activity are the questions around authorial voice and the decisions directors and playwrights make when transitioning from one form to another. | * Resource-06-comparing-text-types. * (Resource-07-mulvaney-articles) Students will demonstrate their ability to summarise and annotate through the key ideas evident in the resource. * [Interview with Kate Mulvany](https://www.youtube.com/watch?v=_63e3gCy38A) https://www.youtube.com/watch?v=\_63e3gCy38A * Students reflect on and note take on authorial voice and the decisions directors and playwrights make when transition from one form to another. * The shared responses will create shared knowledge. |
|  | Jasper Jones (script) Introduction  The next lesson is an opportunity for students to engage with the transformative nature of the play, how the director made particular authorial decisions to support her vision of the novel on the stage. This gives the students a synopsis of the play which is slightly different to the novel.  Students, with teacher support, will read theatre review (John McCallum) This is found at the beginning of the play. (Please note - this will spoil the narrative if the students have not read the play prior). Students will note in their books any interesting assertions made by McCallum about Mulvaney’s decisions.  Based on John McCallum’s review at the beginning of the play, students will further understand the differences between the novel and the play and how thematically it can be transformed.  The teacher is given a snapshot of the students learning via an Exit slip (resource-08-exit-slip). This can also support the next few lesson to ensure what evidence was given in the exit slips with what the students have missed. | * This will further inform their knowledge of the play and how they can complete the exit slip. * At the end of the lesson students will complete resource-08-exit-slip. They will hand this to their teacher on the way out. |
| EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning  Engages personally with texts:   * + engages with increasingly complex texts to understand and appreciate the power of language in shaping meaning.   Understand and apply knowledge of language forms and features   * + : explores the ways text structures, language features and stylistic choices are used in different types of texts(ACEEN005) | Concept: Characterisation  Close reading of specific scenes.  Teacher will facilitate the lesson with resource-09-close-study, which includes a dramatic reading of an extract from the play, in groups.  Students will engage with the text, considering, tone, attitudes and characters. This will be demonstrated through their informal readings, where the teachers can feedback and students can feedforward  Characterisation through language  Teachers will spend some time with students exploring the bildungsroman structure, evident through the development of Charlie. Resource10\_characterisation will facilitate these discussions and develop analysis for the students.  Creative writing activity  Students are asked to compose two short passages of writing, one using their own voice and the other adopting Charlie’s voice. Half – one a4 page each.  Part 1: compose a journal entry in which you describe, and then reflect upon, a moment in your own life when you realised that you were no longer a child.  Part 2: compose an extra scene for Jasper Jones in which Charlie delivers a monologue. This will be his final statement to the audience in which he speaks about what it means to grow up and become a good man.  Students will first consider their own experiences of transitioning from a state of innocence to a state of maturity, childhood to adulthood. They will subsequently adopt Charlie’s persona and language patterns to compose a new speech for the play in which the protagonist communicates ideas about growing up and masculinity to the audience. | * By the end of this activities student will develop a set of notes they can utilise for study. * (resource-09-close-study) extract study of scenes * Students will develop an in depth understanding of the way character is constructed through dramatic techniques, including stage direction, dialogue and idioms. (resource-10-characterisation) * Through drafting and editing their writing, both individually and with peers, they will consider the effects and impact of their language choices, and refine the accuracy of their expression. |
| * EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning   Engages personally with texts:   * + engages with increasingly complex texts to understand and appreciate the power of language in shaping meaning.   Understand and apply knowledge of language forms and features   * + explores the ways text structures, language features and stylistic choices are used in different types of texts(ACEEN005)   ENS11-8 A student: identifies and explains cultural assumptions in texts and their effects on meaning   * Understand and apply knowledge of language forms and features   + analyse and discuss the ways ideas, voices and opinions are represented (ACEEN029) | Characterisation: Students examine the role of narrative voice in characterisation in shaping the reader-writer relationship, with attention paid to tense, perspective, and language choices (resource-11-narrativevoice). The final slides concern the use of lexical density and grammatical intricacy testing, and methods for measuring the kind of language used.  Students apply knowledge from the narrative voice slide to extracts from ‘The Drowned World’ by J. G. Ballard and ‘Jasper Jones’ by Craig Silvey. The latter text is used as a point of comparison, demonstrating to students the role of different narrative voices in relation to genre and character (resource-12-characterisation-novel). | * Students examine the varying dimensions of narrative voice - IE. Tense, Perspective, kinds of language used to shape narrative voice. * Students experiment with reverse-engineering perspectives based on different kinds of language, consider specific variations of first person narration, and learn about using lexical analysis to evaluate text samples. * A sample from J. G. Ballard’s ‘The Drowned World’ is used to demonstrate the combination of tense, perspective, and lexical density to shape a particular narrative voice. Students engage with different elements of the voice through guided questioning before evaluating the reasons why Ballard chose this particular voice. * A sample from Jasper Jones is then provided for students to engage with in the same way, drawing upon the previous text as a point of comparison. (resource-13-narrative-voice) |
| ENS11-8 A student: identifies and explains cultural assumptions in texts and their effects on meaning  Understand and apply knowledge of language forms and features   * + Assess and reflect on the ways values and assumptions are conveyed (ACELR058)   + Analyse and discuss the ways ideas, voices and opinions are represented (ACEEN029) | Analysis of a key idea: Conformity  Demonstrate the power of conformity through a social experiment; pre-select three students to run the class. Tell one to draw an apple on the board, another to write three facts about apples (of their choice), and the third student then acts as an enforcer by walking the room and observing class work. The three students then tell the rest of the class to copy the notes down. Teacher refrains from speaking for ten minutes or so, just watches class. The majority of the students will, most likely, copy the work down despite its irrelevance. Observe the snowball effect as more and more students bow to the pressure of the three in charge and the other students already choosing to do the work.  Use this activity as a discussion point to discuss conformity and the role of peer pressure. Students engage further with (resource-14-conformity-slide), answering questions on slide 2 and watching video on the [Asch Experiment](https://www.youtube.com/watch?v=dDAbdMv14Is) https://www.youtube.com/watch?v=dDAbdMv14Is  Students create mindmaps on the relevance of the concept of conformity to Australian society and the novel Jasper Jones (slides 4 and 5).  Follow up the last slide with questions to further develop their understanding of the theme:   * Write one paragraph to describe Charlie’s mother. What is she like? What is her life like? Be sure to read pages 94-101 before you answer. * In what way is conformity part of Corrigan life? Consider the role of sport in giving the town a temporary context that ‘allows’ them to accept marginalised characters like Jeffrey and Jasper.   Analysis of an idea: The Nature of Reality.  Students read over activity (resource-15-nature-of-reality) and sort quotes from the novel into sub-areas of the concept (Importance of Appearances, Making sense of the ‘truth’, Truth as a basis for conflict, and one other theme of their own choosing). Students then pick three quotes and identify the literary techniques the author has used to construct each quote. Students explore the concept further by writing one paragraph in response to the final question on the sheet. | * Students are given a chance to explore conformity in practice by seeing it at work in a controlled environment, and then reflecting on both its power and the methods used to enforce it. * The slides in resource14-conformity-slide consolidates this further by tying and scaffolding student understanding to context (Australian society) and then more explicitly to the novel. They reflect through class discussion and personal engagement on Conformity. * Students compose paragraph-length responses. This accommodates assessment for learning in the classroom. Students practise writing extended responses. This develops their own understanding of the concept of Conformity evident in the text. * Students examine quotes and connect them to concepts in order to practise substantiating a thesis with evidence from the text. The supply of quotes works as a ‘frontloaded’ activity that refocuses students onto practising skills rather than locating information in the text. Previous activities draw focus onto monitoring and summarising/comprehension questions, whereas this activity places the focus on students practising synthesis. |
| ENS11-1 A student: responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  Understand and apply knowledge of language forms and features   * + Assess and reflect on the ways values and assumptions are conveyed (ACELR058)   + Analyse and discuss the ways ideas, voices and opinions are represented (ACEEN029)   + Respond to and compose texts   + Analyse how language and argument can create or reflect bias that may shape cultural perspectives   + Analyse literary texts created by and about a diverse range of Australian people, including Aboriginal and/or Torres Strait Islander People(s) and people with Asian heritage, and consider the different ways these texts represent people, places and issues   + Describe and explain cultural assumptions in texts, including texts by and about Aboriginal and/or Torres Strait Islander People(s), and people with Asian heritage | Analysis of an idea: Identity and perspective  (Resource-16)  Students engage with the “Perception” PPT. Slide 1- class discussion to establish what students know already know about identity and themselves.   * What is your perception of yourself? * Is it something you carry with you? * Is it something you create or is it given to you? * Does your identity make you an individual? * Can you see/feel an identity? * How do others perceive you?   Slide 2- Students watch a short video on identity and use questions to prompt discussion on the influences on identity.  Slide 5-8- Expand on these ideas by explaining how they are shown by the author in the novel. Students are provided with the information sheet focusing on representation of the three main characters: Jasper Jones, Jeffrey Lu and Charlie Bucktin.  (Resource17)  Students need to complete the table by filling in the missing information. Quotes/evidence/analysis/technique. (teacher's copy attached with answers)  (Resource18)  Independently, students use the PEEL scaffold provided/character sheet and information gathered in the table to compose a paragraph answering the question  “How does Craig Silvey develop the idea of perception through characterisation?”  Students need to choose one character to focus on in their paragraph. Topic sentence has been done for students.  Extension activity: Students write an essay based on the question above using all three characters. | * (Resource16) Perception: Students understand how the importance of identity vs perception and how identity is represented through characterisation * Short film used to further develop students’ understanding of identity. Questions provided to test their understanding and connection between texts. * (Resource17) Student’s completion of the Analysis Table and Questions will demonstrate their skills in textual analysis. It will demonstrate their understanding of the composer’s language device choices and their impact on audiences and meaning. * (Resource18) Students complete paragraph using PEEL structure to demonstrate higher order thinking to evaluate their understanding of the concept. |
| ENS11-8 A student: identifies and explains cultural assumptions in texts and their effects on meaning  Understand and apply knowledge of language forms and features   * + Assess and reflect on the ways values and assumptions are conveyed (ACELR058)   + Analyse and discuss the ways ideas, voices and opinions are represented (ACEEN029)   + Respond to and compose texts   + Analyse how language and argument can create or reflect bias that may shape cultural perspectives   + Analyse literary texts created by and about a diverse range of Australian people, including Aboriginal and/or Torres Strait Islander People(s) and people with Asian heritage, and consider the different ways these texts represent people, places and issues   + Describe and explain cultural assumptions in texts, including texts by and about Aboriginal and/or Torres Strait Islander People(s), and people with Asian heritage | Analysis of concept: Racial Prejudice  Students revisit the lesson on historical context with a focus on racial prejudice in 1960’s Australia.  (Resource-19-racial-prejudice) Students are provided with three quotes each for both Jasper and Jeffery. The quotes reflect the racist ideology of Australians in the 1960’s. Students need to fill out the table looking at analysing the quotes as well as identifying the language device used by Craig Silvey. (answer sheet provided for teachers)  Students use their knowledge from previous activity to answer the question: How do Jasper and Charley challenge the stereotypes present in Corrigan?   1. Use a Venn diagram (resource-20-venn) to compare and contrast the different attitudes that people have towards Jeffrey and Jasper? 2. Why is Jasper, at times, respected in the town, irrespective of his race and ethnicity? 3. How might the Jasper Jones story have unfolded if Jasper was not Aboriginal? 4. The attack on An Lu’s garden occurred just after Jeffrey’s success on the cricket field. What effect does this have on the audience? 5. Explain the contrasting attitudes of the townsmen that were responsible for the attack with the neighbours who intervened to help An Lu. What does this tell us about the people of Corrigan?   Extension activity: Students work in groups and complete the Racial Prejudice group work sheet. Students take turns presenting their work to the class and engaging in class discussion. (Resource-21-racial-prejudice-group-work) | * Comparative study * (Resource-19-racial-prejudice) Student responses demonstrate the skills in extracting meaning from quotes in the text through the completion of the table and the questions. This activity will assist students with the assessment as learning task (essay) * (Resource-20-venn) Venn diagram attached - similarities and differences. Students’ comparison will demonstrate their higher order thinking skills, as well as the differences in society attitudes. * Extension Activity-Group work (Resource-21-racial-prejudice-group-work) * Class discussion and responses will allow students to develop their understanding of the concept. |
| EN11.3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning  Understand and apply knowledge of language forms and features   * + explore the ways text structures, language features and stylistic choices are used in different types of texts(ACEEN005)   ENS11-8 A student: identifies and explains cultural assumptions in texts and their effects on meaning  Understand and apply knowledge of language forms and features   * + assess and reflect on the ways values and assumptions are conveyed (ACELR058)   + analyse and discuss the ways ideas, voices and opinions are represented (ACEEN029) | Conceptual concerns of the play (Resource-22-expert-group-themes)  These lessons are intended to facilitate exploration and understanding of four concepts in the play:   * Truth and the nature of reality * Prejudice * Perceptions of others and selves * Conformity   Expert Group activity  This series of lessons will support students to explore how concepts are developed and expressed in Jasper Jones. Students collaborate to locate and record examples from the script, and to make notes about language techniques. Their notes will be copied and distributed to the class, and each group will explain their work in a short spoken presentation to the class.  Group Task  Divide students into four groups, with each group to focus on one of the concepts above. Group roles can include researchers, scribe and a speaker.  Issue each group with one page from the text.  Using the template, each group completes a set of notes and text references on their table (resource-22-expert-group-themes).  Copy and distribute each set of notes to the class.  Each group elects a speaker who will explain the group’s notes to the class. | * Expert Group activity (Resource-22-expert-group-themes) * Every student will develop their own set of notes and textual references for four concepts in Jasper Jones. These notes can be used for study and in preparation for assessment tasks. Participation in spoken presentations should reinforce understanding of how concepts have been depicted in the play. |
| ENS11-1 A student: responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  Understand and apply knowledge of language forms and features   * + Analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences (ACEEN024)   + Explain how various language features for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes | Technique focus  Students read over explanations and examples (resource-23-language-forms-features) before considering authorial intention in the use of language devices to convey meaning. The language features in focus are dialect, truncated sentences, ellipsis, and foreshadowing. | * Students analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences. They also explain how various language features create particular effects in Jasper Jones. Extended task: An empathy activity that reflects on Jasper Jones * (question 7 in resource-23-language-forms-features) |
| ENS11-1 A student: responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  ENS11-1 Understand and apply knowledge of language forms and features   * + Analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences (ACEEN024)   + Explain how various language features for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes | Technique: Pathetic Fallacy  Students are introduced to the technique Pathetic fallacy and its definition using “pathetic fallacy” resource sheet (resource-24-pathetic-fallacy). After looking at the definition students are prompted to further develop the concept using the images and video link provided. Students focus on how mood is created by the composer using reference to weather.  Using this knowledge, students analyse how Craig Silvey uses Pathetic fallacy in the novel. Students focus on the quotes and analyse the mood and effect on the reader.  The first example has been completed to help students develop their ideas. | * Students responses include define pathetic fallacy /identify examples of pathetic fallacy in Jasper Jones/understand the purpose of this technique. * (resource-24-pathetic-fallacy) Pathetic Fallacy resource sheet * Images of varying weather conditions * Justin Timberlake “[Cry Me A River](https://www.youtube.com/watch?v=DksSPZTZES0)” Video Clip https://www.youtube.com/watch?v=DksSPZTZES0 |
| ENS11-1 A student: responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  Understand and apply knowledge of language forms and features   * + Analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences (ACEEN024)   + Explain how various language features for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes | Technique: Anaphora  Resource-25-anaphora  Students read over language information on Anaphora in the PPT. Slide 4 Students watch Obama’s Inaugural address and Martin Luther King’s “I have a dream” speech. Answer questions based on the text 1.   1. How has anaphora been used in this speech? 2. Why is this an effective way to influence listeners?   Slide 5. Students provided with examples of anaphora in literary. Read through as a class and discuss how anaphora has been used in the examples.  Slide 7.Students analyse how anaphora is used in the novel Jasper Jones. Examples of anaphora are provided to students and a series of questions to be answered in their books.  Questions:  What is the speech about? In what ways is it linked to one of the themes studied in class?  How has anaphora been used in this speech?  Why is this an effective way to influence listeners?  Slide 8. Students identify 3 examples of anaphora from chapter 2. In their textbook they draw and complete the table provided. | * Anaphora PPT (resource-25-anaphora) * Students view a range of Anaphora examples including Obama’s Inaugural address and Martin Luther King’s “I have a dream” speech and answer questions to assess their understanding. * Students make meaningful language decisions and connections to the themes studies in this unit. |
| ENS11-1 A student: responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  Understand and apply knowledge of language forms and features   * + Analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences (ACEEN024)   + Explain how various language features for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes | Technique: Intertexuality  Students read over definition and examples of intertextuality (resource-26-/intertextuality). Using the examples provided from the text student’s answer the questions on To Kill A Mockingbird and Superheroes. Students identify the comparisons as well as the purpose of language in the novel. | * Students’ responses reflect an understanding of how Silvey’s use of intertexuality intensifies meaning in the novel Jasper Jones. They answer a series of questions to demonstrate their understanding. |
| ENS11-1 A student: responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  Understand and apply knowledge of language forms and features   * + Analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences (ACEEN024)   + Explain how various language features for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes | Technique: Figurative language  Resource-27-figurative language: Students read over explanation and examples of figurative language.  Students answer the following questions:   1. Why does Silvey use a lot of water-related words? What event is he keeping at the forefront of the reader’s mind? 2. What feeling do insects represent for Charlie? Why does he (on Page 148) refer to two planes as ‘big black dragonflies’? 3. What is the ‘brick’ a metaphor for? 4. What might ‘holes’ symbolise for Charlie and his mother? | * Resource-27-motif Students’ responses demonstrate their ability to analyse how various language features create particular effects in Jasper Jones. The quotes provided works as a ‘frontloaded’ activity that refocuses students onto practising skills rather than locating information in the text. |
| ENS11-3 A student analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning  Engage personally with texts   * + Engage with increasingly complex texts to understand and appreciate the power of language in shaping meaning   + Develop and apply contextual knowledge   + Analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback and salience (ACEEN002)   + Use appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (ACEEN011) | Dramatic and literary features  Students will learn to understand and explore the suggested literary and dramatic features in the play, over numerous lessons. Below are a few suggested features that are analysed and evaluated in class through the (resource-28-dramatic-teachniques)  Students examine with their peers the various features of the play and how to analyse these particular features.  Dramatic techniques: cut and paste activity  Breaking the Fourth Wall, Stage directions, Dramatic Irony, Foreshadowing, Allusions/Intertextuality, Dialogue, Idioms, Setting and motif.  Students work in pairs to complete resource-28-dramatic-techniques   * The information on Page 1 should be cut into boxes as indicated * The boxes should be arranged into the appropriate columns and rows on page 2 * Additional task: Students practise writing sentences about the effects of dramatic techniques in Jasper Jones, using the notes they have constructed in this activity.   Students become familiar with key dramatic techniques employed by Mulvaney.  Literary allusions in Jasper Jones  Think, Pair, Share Activity:  Students will view/read (Resource29\_allusion) with images of the various covers of the texts alluded to in the text. They will write what they think about the text, covers and what they represent (allude to) in Jasper Jones. They will then work in pairs, and share their findings with each other. They should include in their own notes, any information that their partner found that was different to their own. Furthering this activity, they will look at the blurbs of each novel alluded to in Jasper Jones, and re-evaluate their own THINK information. Finally they will share this with the class.  Play: Literary Allusions in Jasper Jones  Students make direct or inferred links between the well-known novels alluded to or mentioned in Jasper Jones and the events and characters in the play. They can use these notes as starting points for composing analytical and evaluative sentences and paragraphs.  As most images are copyrighted, use the following links to develop the PPT or Gslide.  [Visualnews:](Https://www.visualnews.com/2016/02/22/20-beautifully-designed-book-covers-harper-lees-kill-mockingbird/) Https://www.visualnews.com/2016/02/22/20-beautifully-designed-book-covers-harper-lees-kill-mockingbird/  [Booktopia](Https://www.booktopia.com.au/to-kill-a-mockingbird-harper-lee/prod9780099419785.html): Https://www.booktopia.com.au/to-kill-a-mockingbird-harper-lee/prod9780099419785.html  Scene analysis of dialogue (resource-30-dialogue)  Teachers are to work through the resource to develop an understanding of dialogue and its importance in the text. | * Students will complete a table that will be utilised as a resource for later tasks. * Students identify techniques, match them with examples from the play and then match them with possible effects. These notes can then be used as the basis for writing analytical and evaluative sentences. (resource-28-dramatic-techniques) * Students will make direct links between the technical components of a play through its dialogue and how it explores the ideas in the text, by completing (resource-30-dialogue) |
|  | STEAL Paragraphs  Students will develop basic analytical skills of scaffolding, if necessary.  This lesson can be altered to suit your context, as many students may not need to develop this skill. The lesson caters for students who need to scaffold analysis so that they do not lapse directly into plot/character recount. This is a simple formula that can support these students with their ability to understand a basic skill in being able to identify, describe and explain the purpose of the language devices in the text they are studying. What is a STEAL paragraph? Students are to go through with their teacher (resource-31-stealslide)  Students are to create their own STEAL paragraphs based on other concepts in the text. | * What is a STEAL paragraph? google Slide resource-31-stealslide * Students will develop a deeper understanding of writing in a particular structure to help them express their ideas. This will be completed through creating their own STEAL paragraph. |
|  | Alarm Matrix Revision Task  The suggested sample was based on the template created by Kathryn O’Sullivan.  Students will learn to use Alarm as a revision tool. The teachers who have been trained in using Alarm will find it easier to use this matrix. Those that have not could use this as a basic revision tool.  Students will work through the sample scaffold in class. This learning process should be modelled by the teacher.  As learning and responding matrix, it is through the modelled, scaffolded and finally the independent learning stage that the students will develop and further extend their responses. | * Sample Alarm Matrix on one suggested concept and some features from previous lessons. * Modelled from K O’Sullivan’s (McCarthy Catholic College, Tamworth) template. * Students will utilise this template as a revision device to support all the learning. (resource-32-alarm) |
| EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner  Engage personally with texts   * + Monitor and assess the various ways they approach their learning in English   Develop and apply contextual knowledge   * + Assess their own strengths and needs as learners and apply strategies to ensure their ongoing improvement   + Support the learning of others by objectively assessing their strengths and needs as learners and offering constructive feedback as appropriate   + Choose individual and collaborative processes appropriate for particular learning contexts   Understand and apply knowledge of language forms and features   * + Use and understand the value of writing as a reflective tool   Respond to and compose texts   * + Create texts reflecting on their own learning, considering how processes can be adjusted to ensure better learning outcomes   + Use constructive, critical feedback from others to improve learning, including their own composing and responding   + Assess the strengths and weaknesses of their own compositional style and amend compositions as a result of the process of feedback and reflection | Assessment as Learning Task.  Students write a draft response to an essay question (Assessment Task) and use pro-forma from task to self-edit their work and submit to their peers for editing. Each student collects two peer edits from other students, as well as peer-editing the work of two other students themselves. This feedback is then used to create a final draft for submission to the teacher, along with a reflection statement, where the student considers the processes they have used. | * This assessment task engages all four of the outcomes for the module, with students:   + Composing a response using language appropriate to audience, purpose and form.   + Developing a thesis in response to the question.   + Using well-selected substantiated examples from the text to support their ideas.   + Editing and monitoring their work to improve the clarity and integrity of their response.   + Reflecting on processes of individual and collaborative learning. |
| EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning.  ENS11-9 Engage personally with texts: monitor and assess the various ways they approach their learning in English | Assessment of Learning Task:  Students are to identify at least one of the main themes or ideas represented in the play/novel and create a visual representation. Through the Vlog, students will reflect on their composition to present their ideas to an audience of their peers.  This task can be used as a class task or a formal assessment task.  Extra resource sheets listed below  resource-35-extra-resource-sheet  resource-36-character-web | * The Multimodal presentation enables students to apply their knowledge, understanding and skills of at least one theme or idea using a range of modes. (resource-33-Multimodal-assessment) |

Reflection and Evaluation