

Focus:	Duration: 35 Lesson
<p>This Unit of work, in line with the Stage Three Statements, encourages students to:</p> <ul style="list-style-type: none"> ● communicate effectively, using considered language to entertain, inform and persuade audiences for an increasing range of purposes. ● collaborate with others to share and evaluate ideas and opinions and to develop different points of view. ● express well-developed and well-organised ideas about literary texts and respond constructively to different opinions. ● demonstrate active listening behaviours in order to gather specific information and ideas, recognising and exploring how spoken and written language differ and how spoken language varies according to context. ● evaluate characteristic language features and organisational patterns of challenging spoken texts. <p>This Unit of work teaches the skills outlined by BOSTES through:</p> <ul style="list-style-type: none"> ● engagement in extensive ranges of complex texts and visual images using a comprehensive range of skills and strategies. ● responding to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge, values and experiences. ● identifying, critically analyse and respond to techniques, literary devices and language features used by writers to influence readers. ● comparing and accurately summarise information on a particular topic from different texts and make well-supported generalisations about the topic. ● identifying text structure of a range of complex texts and explore how grammatical features work to influence an audience's understanding of written, visual, media and multimodal texts. 	<p>Links to other KLAs</p> <p>History – students can explore democratic practices in Australia and overseas, and consider immigration in Australia in the past.</p> <p>Geography – students view, interpret and manipulate maps and population tables to better understand Australia's global connections.</p>

Outcomes	Assessment overview
<p>EN3-2A composes, edits and presents well-structured and coherent texts</p> <p>EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies</p> <p>EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts</p> <p>EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies</p> <p>EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p> <p>EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</p> <p>EN3-9E recognises, reflects on and assesses their strengths as a learner</p>	<p>Ongoing assessment – observation and teacher’s anecdotal notes and records, along with evaluation of work samples and analysis of contribution to class discussions.</p> <p>Student work samples will also be graded as a formal summative assessment. Details of this assessment can be found at the conclusion of this unit of work.</p> <p>Teachers are responsible for devising their own assessments.</p>

	Content	Teaching, learning and assessment						
1	<p>EN3-2A use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)</p> <p>EN3-3A use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)</p> <p>EN3-3A understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</p>	<ul style="list-style-type: none"> ● Brainstorm ways in which Australia is connected to other nations – construct a class list. ● View AusAid video and add new information to list (AusAid videos are updated regularly at www.youtube.com/user/AusAIDvideo; teachers should preview and select a suitable current video). ● Students complete a KWL chart (What I Know, What I Want to Know and What I have Learnt) chart about Australian history (after 1901). <table border="1" data-bbox="1104 443 2087 576"> <thead> <tr> <th data-bbox="1104 443 1453 480">K</th> <th data-bbox="1453 443 1807 480">W</th> <th data-bbox="1807 443 2087 480">L</th> </tr> </thead> <tbody> <tr> <td data-bbox="1104 480 1453 576">I know that Australian is a multicultural Nation.</td> <td data-bbox="1453 480 1807 576">I want to know about what cultures have shaped Australian culture.</td> <td data-bbox="1807 480 2087 576"></td> </tr> </tbody> </table> <p>Students each complete an individual class KLA chart and also a class KLA chart. Students add to their KLA chart as they think of new questions. Students watch the trailer to the movie</p>	K	W	L	I know that Australian is a multicultural Nation.	I want to know about what cultures have shaped Australian culture.	
K	W	L						
I know that Australian is a multicultural Nation.	I want to know about what cultures have shaped Australian culture.							
2	<p>EN3-3A use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)</p> <p>interpret picture books, comic strips and sequences of digital images which do not contain written text</p>	<p><u>Students look at the front cover of the text and make predictions about what they think it is about? - PREDICTION</u></p> <ol style="list-style-type: none"> 1.What do they predict will happen? 2.What events might occur? 3.How do they know this? 4.What symbols or imagery the illustrator has used? 5.Why has the illustrator decided to use certain colours on the book cover? 6. Why do you think that the author chose to use the colours that he did on the book cover? What feels/emotions do these colours instil? 7. What is the significance of the image of the sun? How was this imagery used in the Second World War? 						

3	<p>EN3-2A plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)</p> <p>EN3-3A use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) interpret picture books, comic strips and sequences of digital images which do not contain written text</p> <p>EN3-3A understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</p>	<p><u>Introducing the author (p356)</u></p> <ol style="list-style-type: none"> 1.What is the author Dave Reardon's background? 2.Where is he from? 3.Why did he think that it was important to write the book? 4.What are some of the most significant themes in the book? 5.Why did he think that it was an important book to write now? <p>Students then complete a list of questions that they would like to ask Dave? Watch Dave's video in which he discusses the book and reasons for writing it. After watching the video, create a mind map of Dave's responses.</p>
4	<p>EN3-3A understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</p>	<p><u>Making connections with the text (Predicting)</u></p> <p>Students read the blurbs of books that are familiar to them and discuss the importance of the blurb. Students brainstorm the significance of the blurb. Blurb:</p> <ul style="list-style-type: none"> • Student read the blurb and discuss what they think will happen in the text. • Why has the author written a blurb? • Why is the blurb significant? • Why does the author use words like: attack, wild, bizarre, pyrotechnic and deadly conspiracy? • Create a synonym web using the emotive words that the author uses in the blurb. • Rewrite your own blurb for the text based on what you predict will happen.
5	<p>EN3-3A use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) interpret picture books, comic strips and sequences of digital images which do not contain written text</p>	<p><u>Read Chapters 1-4 and complete a chapter summary.</u></p> <p>The book opens with a scene, where the reader knows that something mysterious has happened to Micki without giving it away. It's late at night, she's on the run and avoids the soldiers. She wants to go home but the soldiers have already taken</p>

	<p>EN3-3A understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</p>	<p>everyone away. “She’s one of them!” one of the gamblers yells and Micki knows that her secret is out.</p> <p>What were the significant events? What do you think has happened to Micki? Who were the significant people? What was some of the significant dialogue? How did the chapters make you feel?</p>
6	<p>EN3-3A use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) interpret picture books, comic strips and sequences of digital images which do not contain written text</p> <p>EN3-3A understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</p>	<p><u>Focus study on Chapter 2: The remote pearling town.</u></p> <p>The chapter paints a picture of the remote pearling town and its strategic importance in a world at war. Broome is the closest port for civilians and soldiers escaping the Japanese invasion to the north of Australia in a country then called The Dutch East Indies (now Indonesia). It also locates Murph in the town and explains his connection with the bombing of Pearl Harbor, a massively significant event in world history as it thrust the USA into the war.</p> <ul style="list-style-type: none"> • Students locate Broome and Darwin on a map and research the significance of both towns during the second world war era. • How is Broome and Darwin different today. Students use the Australian Bureau of Statistics (ABS) and research how the two places have changed. • Students compare and contrast recording information such as: demographics, income, industry etc. <p>http://www.abs.gov.au/</p>
7	<p>EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p> <p>EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</p>	<p><u>How are events linked? (Global Connections)</u></p> <p>Research question: What was Pearl Harbour? How did this event shape history? Students create sequence map of events leading up to the bombing of Broome. Students can create the sequence map in the form of a comic strip or any way that they wish.</p> <ul style="list-style-type: none"> • How are the attacks on Pearl Harbour, the fall of Singapore and the bombings in Darwin and Broome linked? • What was happening at the time? • What were some of the main events? • Who were the significant people? • Create a news report (either role play, written, live cross etc) reporting on the events that are occurring.

		<p>Resources: The Japanese bombing of Darwin, Broome and northern Australia The bombing of Darwin – Fact sheet 195</p>
8	<p>EN3-5B</p> <p>identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts</p>	<p><u>Focus study on Chapter 3: Heading underwater.</u></p> <p>Students research the contributions of Japanese divers who spent their lives working in Australian pearling towns such as Broome. Students create a series of imaginative diary entries from the perspective of the Japanese divers.</p> <ul style="list-style-type: none"> • Why do you think the author decided to take the story underwater? • Why is the perspective of the Japanese diver significant?
9	<p>EN3-5B</p> <p>identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts</p>	<p><u>What was the Author's purpose?</u></p> <p>Reviewing Author's Purpose: https://prezi.com/tidrolswgopp/authors-purpose Authors write to pursue, entertain or inform. Student brainstorm meaning for each of these three categories.</p> <ul style="list-style-type: none"> • Students come up with ideas of what this might look like in a text (high modality language to persuade). • Students predict what they think the author's purpose is. <p>Enquiry questions:</p> <p>Why did Dave Reardon choose to have an indigenous protagonist? Why do you think that this is significant?</p>
10	<p>EN3-3A</p> <p>use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) EN3-5B recognise the techniques used by writers to position a reader and influence their point of view</p>	<p><u>Read chapters 4-8 and complete a chapter summary.</u></p> <p>Getting to know the characters – Character hot seating – students work in groups and are given a character from the book to interview. Students prepare a set of open-ended questions using (who, what, where, when, how) eg:</p> <ol style="list-style-type: none"> 1. Who is your most significant relationship? 2. What is your favourite pastime? 3. Where were you when... 4. When the _____ occurred how did it make you feel?

		<p>5. How did you know that?</p> <p>Students create a list of Australian Lingo (colloquialisms) and guess what the words mean (p355)</p> <p>Students think about how language can be used to both include and exclude individuals.</p>
11	<p>EN3-6B</p> <p>understand that language is structured to create meaning according to audience, purpose and context</p> <p>show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)</p>	<p><u>The Pearling Industry in Australia</u></p> <p>Students locate various sources (newspaper articles, photographs and website material) and create a research presentation about the pearling industry</p> <ul style="list-style-type: none"> • How do we know that our understanding of these events is accurate? • Students complete a chapter summary of each chapter as they are reading the book. • After researching the pearling industry, students write an imaginative text about their experiences as a pearling diver. • Students start their story with the opening line from Chapter Three: 'The shadow of death lingered off the deep waters of Broome.' • Students peer mark their working using the <i>Three Stars and a Wish</i> method.
12	<p>EN3-2A</p> <p>understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas</p> <p>plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)</p> <p>EN3-3A</p>	<p><u>The incarceration of Japanese prisoners of war.</u></p> <p>Students investigate the imprisonment of Japanese POWs in Australia – reference to Australian author Catherine Piper's winning 2014 book <i>After Darkness</i>.</p> <ul style="list-style-type: none"> • Students compare and contrast the experiences of POWs in WWII. • Why do you think that people were treated in such a way? • Students investigate the terms 'suspicious' and 'paranoid.' • Students create an imaginative news report on the detainment of Japanese POWs from an Australian perspective. Other students write diary entries from the point of view of a Japanese prisoner.

	<p>interpret picture books, comic strips and sequences of digital images which do not contain written text</p> <p>EN3-6B</p> <p>understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts</p> <p>identify and explain how choices in language, eg modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)</p>	
13	<p>EN3-2A</p> <p>understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704,</p>	<p><u>The Bombing of Darwin (p66)</u></p> <p>Example questions/statements reinforcing: How is this text making me/you feel? What emotions did you feel when you read this?</p> <p>Videos of the bombing of Darwin:</p> <p>https://www.youtube.com/watch?v=OzCb86C2O0s, https://www.youtube.com/watch?v=vkyc0MaeFOM https://www.youtube.com/watch?v=99FkXYpd2F8 https://mail.google.com/mail/u/0/#inbox/15436d2a81a3c966?projector=1</p> <ul style="list-style-type: none"> ● Why do you think that the soldier says that ‘It was a battle that no-one talked about?’ ● What does this tell us about how history is recorded? ● What does the word censorship mean? Why would certain aspects of the news be censored? ● Getting into the picture questions adapted form <p>http://www.curriculumsupport.education.nsw.gov.au/literacy/assets/pdf/packages/cmbook.pdf</p> <p>Students are given a picture of the bombing of Darwin and asked to create personal responses to the following questions:</p> <ul style="list-style-type: none"> ● What does it smell like? ● What does it feel like? ● What effect did it have?

		<ul style="list-style-type: none"> • What can they hear? • Are the characters talking to each other? What are they saying? How do the characters feel? • If you could ask these characters a question, what would it be? • What's happening beyond the edges of this picture, out of view of the reader, but visible once they've stepped inside the book?
14	<p>EN3-2A composes, edits and presents well-structured and coherent texts</p> <p>EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies to and compose clear and cohesive texts in different media and technologies</p> <p>EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p> <p>EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</p> <p>EN3-9E recognises, reflects on and assesses their strengths as a learner</p>	<p><u>From the other side (exploring perspectives)</u></p> <p>Students create a two newspaper reports about the bombing of Darwin. One newspaper report is from the Japanese perspective and the other is from a local Darwin newspaper.</p> <p>http://schools.peelschools.org/sec/lornepark/SiteCollectionDocuments/EQAO/OSSLT%20StED-Writing%20A%20News%20Report.pdf</p> <ul style="list-style-type: none"> • Students develop their own visual and/or multimedia texts to educate an audience about the bombing of Darwin. • Students plan their text, articulating how they will structure it to persuade a particular audience. • audience to act in a certain way, applying knowledge of text structures and features to help achieve the purpose of the text. • Students create their texts using digital technologies (eg. digital camera, video recorder, computer software such as Photo Story, iMovie, Live, Movie Maker, Picasa). • Students present their text to the class, explaining their choice of various features (eg. language features, images, sound, layout). • Students reflect on the effectiveness of their own and others' texts.
15	<p>EN3-3A use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital text. (ACELY1703, ACELY1713) interpret picture books, comic strips and sequences of digital images which do not contain written text</p>	<p><u>Read the book We are all Born Free – The Universal Declaration of Human Rights in Pictures (Amnesty International).*</u></p> <ul style="list-style-type: none"> • Discuss the meaning of 'human rights' and the nature and importance of various rights articulated in the Declaration. • While reading, investigate the contribution of text and images to the meaning of the book discuss how illustrations support or complement the text and/or communicate additional meanings. • Groups of students analyse one double page each and report back to the class.

		<ul style="list-style-type: none"> ● Identify images and symbols on the page and explain what they communicate to the reader. ● Consider the use of colour, line and balance and how these contribute to the text. ● Consider whether writing or illustrations could be modified to be more effective. <p>*lesson adapted from English Sample Unit (Global Connections BOSTES).</p>
16	<p>EN3-3A</p> <p>use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital text. (ACELY1703, ACELY1713)</p> <p>interpret picture books, comic strips and sequences of digital images which do not contain written text</p>	<p><u>What is a stereotype?</u></p> <ul style="list-style-type: none"> ● Students are introduced to the term ‘stereotype’ and brainstorm their responses as a class. <p>They investigate:</p> <ul style="list-style-type: none"> ● What is a stereotype? ● Where does the term come from? ● How do we form stereotypes? ● Are stereotypes based on truth? <p>See: Stereotyping Aboriginal Australians - Oxfam Australia</p> <p>After viewing the powerpoint students discuss the role of the media in strengthening stereotypes. Students view the Media Code of Ethics website and resources:</p> <p>https://www.mcaa.org/ http://www.abc.net.au/mediawatch/transcripts/0921_mcaaethics.pdf</p> <p>Students think about the implications of the media and other agencies telling ‘half truths’ and how this might impact public perception of events and people.</p>
17	<p>EN3-2A</p> <p>compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics</p> <p>use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)</p>	<p><u>Focus study on. Chapter 8: Murph’s reaction to the Japanese divers.</u></p> <p>With his home recently destroyed by the Japanese military, Murph, like most people at the time, was angry and frightened of Japanese people. Students investigate the term ‘xenophobia’ - A person who is fearful or contemptuous of that which is foreign, especially of strangers or of people from different countries or cultures.’</p> <ul style="list-style-type: none"> ● Why do you think that Murph reacted so strongly to the Japanese divers? <p>Students work in groups and film an imaginary interview with Murph. Students devise questions and record his responses.</p>

18	<p>EN3-2A</p> <p>compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)</p>	<p><u>The power of story telling and the creation of indentity (identities)</u></p> <p>Banjo tells different stories about the original of his nickname ‘Hero’. As individuals we can create our own stories and identities through our personal narrative. We can chose to add and omit parts of our own stories to shape how we are perceived. The stories that we tell about ourselves, others and our nations help to shape perception.</p> <p>Focus on the role of social media and how we can construct our identities online. Students think about which photos they would post and which photos that they would not.</p> <p>Encourage students to discuss why they would choose certain images/captions. Questions:</p> <ul style="list-style-type: none"> ● Why do we self censor? ● Should we always tell people exactly what we are feeling? ● Is it deceptive to not always reveal the full story? Why/why not? ● How do we decide which stories we tell about ourselves? <p>See: The Innovation of Loneliness and Who am I?</p>
19	<p>EN3-6B</p> <p>uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies</p> <p>EN3-7C</p> <p>thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p>	<p><u>Creating a synonym web using Helen’s letter to Skip (p115).</u></p> <ul style="list-style-type: none"> ● As a class, students come up with a definition of synonyms. In class groups, students write synonyms for words (such as frightened, tragic, catastrophic, hope etc). As each student rotates to the next group they can add additional synonyms to student work. ● When students are back in their home groups, they read Murph mum Helen’s letter and create a list of adjectives that she uses (suffered, hell, tiring, tears, concern etc). ● Re-read the letter from Skip’s wife Helen (p115) and students write response to the letter. Students re-write the letter substituting their new synonyms from the last lesson. In the responses students focus on the proper letter writing procedure <p>Students peer mark their work using the ‘Three Stars and Wish Strategy.</p>

20	<p>EN3-2A</p> <p>composes, edits and presents well-structured and coherent texts</p> <p>EN3-3A</p> <p>uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies</p>	<p><u>Close Study of Chapter 19: Aboriginal treatment.</u></p> <p>Think about the quotes:</p> <p>“This is how it was in the old days in Broome. At the start of every new season, a pearling boat would simply pull up onto a beach and kidnap the young Aboriginal men to dive. If their family protested, they were shot”</p> <p>“On the bottom they struggled about in lead-weighted boots, often almost horizontal as they peered through inch-thick faceplates into murky waters, frantically scooping oysters into bags because divers were paid by the amount of shell they collected.”</p> <p>Student conduct independent/small group research projects to investigate the treatment of Aboriginal treatment in the Australian Pearling industry.</p> <p>Students view the Apology Speech of Kevin Rudd</p> <p>https://www.youtube.com/watch?v=MDvome0bCXs</p> <p>Think about the statement ‘Making a step in the right direction towards reconciliation - does not end problems but it is a step in the right direction.’</p>
21	<p>EN3-7C</p> <p>thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p> <p>EN3-8D</p> <p>identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts.</p> <p>EN3-9E</p> <p>recognises, reflects on and assesses their strengths as a learner.</p>	<p><u>Who on Earth is Banjo?</u></p> <p>“Your name’s Banjo. Why, have you lost your memory as well as your marbles?”</p> <p>“What’s your full name?”</p> <p>“Banjo Hero.”</p> <p>“Wrong, brudder. That’s just my nickname,” he said emphatically. “My full name is Banjo Hiroto.”</p> <p>‘I’m half Japanese..’</p> <p>Student inquiry questions:</p> <ul style="list-style-type: none"> ● How did you feel when you read this? ● Were you expecting Banjo to be of Japanese origin? ● What were the implications for the story?

		<ul style="list-style-type: none"> Students explore the concept “What does it mean to be Australian?” <p>http://www.australiancurriculumlessons.com.au/2014/10/03/australia-home-history-unit-years-56-migration-australias-history.</p>
22	<p>EN3-7C</p> <p>thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p> <p>EN3-8D</p> <p>identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</p>	<p><u>What does it mean to be Australian? (EXPLORE the issues)</u></p> <p>Interview someone you know who has made the journey from their homeland to Australia (this person may be a friend, a family member, a member of the school community, for example).</p> <ul style="list-style-type: none"> Use these questions as a guide: Why did you move from your country? How old were you when you made the journey to Australia? What helped you to fit into your new life and community? What was difficult for you? Students find links to other texts (such as Shaun Tan’s The Arrival). How are the texts that you have found similar or different? What are some of their implications for what it means to be Australian? After looking at these texts, students reflect on what it means to be an Australian? Has your perspective changed?
23	<p>EN3-2A</p> <p>use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)</p> <p>EN3-3A</p> <p>use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)</p> <p>EN3-3A</p> <p>understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)</p>	<p><u>Investigating Aboriginal Origin Myths</u></p> <p>Students conduct investigations into Aboriginal Dreamtime stories and present their work to the class.</p> <p>Dust Echoes Stories:</p> <p>http://www.abc.net.au/dustechoes/about.htm</p> <p>http://www.abc.net.au/rn/legacy/features/sharingourstories/</p>
24	EN3-3A	<u>Close Study of Chapter 25</u>

	<p>use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)</p> <p>interpret picture books, comic strips and sequences of digital images which do not contain written text</p>	<p>Student conduct a close reading of Chapter 25 with a focus on the following questions:</p> <p>Why has the author chosen to include this chapter?</p> <p>What is the extent of Banjo's pain and turmoil? What evidence is there for Banjo's inner challenges?</p> <p>Why has the author chosen to 'drop his guard'?</p> <p>What glimmers of hope are there in the chapter? (It is tragic but there is also hope as Murph and he restore their friendship).</p>
25	<p>EN3-2A</p> <p>plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)</p> <p>EN3-3A</p> <p>use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)</p> <p>interpret picture books, comic strips and sequences of digital images which do not contain written text</p>	<p><u>Close study of Chapter 26</u></p> <p>This chapter is significant because Murph and Micki establish something more of a romantic relationship. It happens, despite Murph's ongoing reservations about hiding the Japanese girl. It shows that friendship and even romance can survive in even the harshest circumstances.</p> <p>What does this chapter tell us about the qualities of a good friend?</p> <p>Students create posters that promote qualities of a great friend.</p>
26	<p>EN3-2A</p> <p>composes, edits and presents well-structured and coherent texts</p> <p>EN3-3A</p> <p>uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies</p> <p>EN3-5B</p> <p>discusses how language is used to achieve a widening range of purposes for a widening range of audiences and context</p>	<p><u>Close study of Chapter 27-28:</u></p> <p>We discover the true nature of Oculus Finch but are still left wondering about his intentions. The murderous discovery provides momentum to our heroes, who realise that Skip Turner is in danger.</p> <p>Students use the SUMMARISE Strategy; The find, organise and retell the most important parts of the text.</p> <p>Students use the VISUALISE STRATEGY and ask:</p> <p>What pictures do I have in my head as I read the text?</p> <p>Eg.</p> <p>I imagine a character like....</p>

		It looks the same as.....
27	<p>EN3-2A plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)</p>	<p><u>Chapters 29-33</u></p> <p>Students create a comic strip summarising the main events from the chapters:</p> <ol style="list-style-type: none"> 1. What were some of the main events? 2. Who were the significant people? 3. Create a news report (either role play, written, live cross etc) reporting on the events that are occurring. 4. Why did the author choose to involve a 'plot twist' in this chapter? Do you think that it is an important literary technique? Why/why not? <p>Students use the visualise strategy and ask "what pictures do I have in my head as I read this text? Students create an art work about a specific scene from the chapters.</p>
28	<p>EN3-2A plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)</p>	<p><u>Chapters 33-38</u></p> <p>Students Summarise the main events from the chapter and MAKE CONNECTIONS asking themselves:</p> <ul style="list-style-type: none"> • Does this remind you of something? • Has it ever happened to you? <p>Student choose another text (either video or written) and use a Venn-Diagram to compare and contrasts the significant parts of the chapter.</p>
29	<p>EN3-2A composes, edits and presents well-structured and coherent texts</p> <p>EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies</p> <p>EN3-5B discusses how language is used to achieve a widening range of</p>	<p><u>Chapter 31 - Making judgements of people</u></p> <p>Students revisit Chapter 31. Why is this such a significant chapter? Students create a mind map of the complex occurrences of this chapter. Students compare their mind maps and see if others had a different view of the chapter's events.</p> <p>Students create a profile of Queenie and include all of the information that they can find about her. Who is she? A businesswoman, a crook, a manipulator, an opportunist, a gambler or even a fair person?</p> <p>Explore the idea that "Queenie is the most fascinating character in the whole book."</p>

	purposes for a widening range of audiences and contexts	Students debate the statement. Students follow formal debating procedures.
30	<p>EN3-3A</p> <p>uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies</p> <p>EN3-5B</p> <p>discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts</p>	<p><u>Chapter 38-40</u></p> <ul style="list-style-type: none"> • What were the significant events? • What do you think has happened? • Who were the significant people? • What was some of the significant dialogue? • How did the chapters make you feel? <p>Students discuss the use of the author's 'pace' in the final few chapters.</p> <ul style="list-style-type: none"> • What does the word 'pace' mean? • Do you think that the chapters seemed to 'move' faster than the others? Why/why not?
31	<p>EN3-6B</p> <p>uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies</p> <p>EN3-7C</p> <p>thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts</p> <p>EN3-9E</p> <p>recognises, reflects on and assesses their strengths as a learner</p>	<p><u>The changing nature of Murph.</u></p> <p>Students investigate the ways in which Murph has changed throughout the book. How does he change? Why do you think that he has changed?</p> <p>Students investigate how they have changed over time. They are asked: How has your view of the world changed from when you were little until now?</p> <p>'Why I was _____ I thought that, but now that I am _____ I think that _____.'</p> <p>Students create a 'before and after' transformation of Murph using adjective and adjectival phrases to describe the change in Murph from a bewildered, angry boy, struggling with hatred and racism to a young man who sees the good in people.</p> <p>Students create a 'before and after' transformation of themselves explaining how they have changed as individuals.</p>
32	EN3-2A	<u>Chapter 41-45 - The Final Chapters</u>

	<p>understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)</p> <p>EN3-3A</p> <p>interpret picture books, comic strips and sequences of digital images which do not contain written text</p> <p>EN3-6B</p> <p>understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts identify and explain how choices in language, eg modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)</p>	<p>What were the significant events? What do you think has happened? Who were the significant people? What was some of the significant dialogue? How did the chapters make you feel?</p> <p>Focus questions:</p> <ul style="list-style-type: none"> • Chapter 42: Why do you think Oculus Finch died? • Chapter 43: What does Skip Turner mean when he says: 'you always look after family, whether they're blood relatives or otherwise'?
33	<p>EN3-2A</p> <p>understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)</p>	<p><u>Book review</u></p> <p>Students write a book review explaining how they felt about the text.</p> <p>http://www.readwritethink.org/classroom-resources/printouts/book-review-template-30200.html.</p> <p>Students offer suggestion about how the book could be improved or if they would recommend it to their friends.</p>
34	<p>EN3-2A</p> <p>understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)</p>	<p><u>Writing chapter 46</u></p> <p>After reading the text students write an additional chapter for the book. In this imaginative writing activity students can choose how each of the characters interact with each other or what significant event(s) occur.</p> <p>Students peer mark their work and present their work to class. Work could be included in their school newsletter or presented on assembly.</p> <p>Write a chapter and email it to the author.</p>

	<p>EN3-6B understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts identify and explain how choices in language, eg modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)</p>	
35	<p>EN3-2A understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)</p> <p>EN3-3A interpret picture books, comic strips and sequences of digital images which do not contain written text</p> <p>EN3-6B understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts identify and explain how choices in language, eg modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)</p>	<p><u>Making a Movie:</u> Imagine that you have been asked to make a movie. Discuss considerations when making a movie from a book. Students select and read a picture book from those available, and select an appropriate part of the book for a movie production. Have students carefully plan the production by creating a storyboard and word-processed script (appropriately formatted, including stage directions), giving consideration to:</p> <ul style="list-style-type: none"> ● sound effects, music ● sound recording ● camera techniques ● actors or characters ● costumes <p>Students practice and record productions.</p> <ul style="list-style-type: none"> ● Share productions with the class. Have students reflect on and discuss how the production ● How would it differ if made professionally. Include consideration of costs and how the production would need to be funded.

Unit evaluation

At the conclusion of the unit, teachers should reflect on student learning and engagement in activities, and use this to inform planning for subsequent learning experiences. Teachers could consider assessment records and results and student feedback to help them ascertain the quality of teaching and learning experiences.

Questions to guide reflection

1. To what level did students achieve the learning outcomes?
2. How effective were the activities in helping students to understand key concepts and achieve the learning outcomes?
3. Did teaching strategies and activities facilitate high levels of student engagement? Why/why not?
4. How could the unit be improved to enhance student engagement and learning?

Main resources

http://www.acara.edu.au/curriculum/worksamples/ac_worksample_english_6.pdf

<http://www.curriculumsupport.education.nsw.gov.au/literacy/assets/pdf/packages/combook.pdf>

<http://www.abs.gov.au>