The Deep Enders Novel Student - Stage 3

English Unit: The Deep Enders by Dave Reardon Stage 3 - Updated with the NSW Syllabus Outcomes (2024)

Focus:
The aim of English in Years K–10 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.   Many connections exist between the focus areas in English. Knowledge of and skills for focus areas often develop in an interrelated manner and are therefore best addressed in parallel. See   See: https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview

Assessment Overview
Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together formally or informally.

See also: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/collaborative-curriculum-planning

Assessment for learning	Assessment as learning	Assessment of learning
What does this look like? Teachers to complete based on schoolwide assessment processes.	What does this look like?	What does this look like?

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EN3-OLC-01- Oral language and communication
Communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding.

Interacting

- Initiate and contribute to sustained discussions, through questioning, building on and evaluating shared information
- Identify varying social conventions that influence interactions across wide audiences
- Describe ways of interacting with cultural protocols or practices used by Aboriginal and/or Torres Strait Islander Peoples
- follow agreed-upon protocols and define individual roles as needed for in-person or online interactions, establishing specific goals, criteria or timeframes
- interact in a range of contexts and deliberately adjust language and style
- Ask and respond to analytical and evaluative questions about literature that contribute to own or others' enjoyment and understanding
- Evaluate the role of gesture during social and learning interactions and describe its impact on the audience

Listening for understanding

- Respond to questions with elaboration and detail
- Apply interactive listening strategies by responding to and providing feedback to the speaker
- Apply active listening strategies by retelling or repeating what another person has expressed and by building on what has been said
- Analyse key ideas and perspectives expressed by others through paraphrasing and note-taking
- Analyse how audio elements in texts integrate with linguistic, visual, gestural and spatial elements to create meaning and impact
- Evaluate the effectiveness of rhetorical questions used for intentional effect
- Evaluate features of spoken texts that contribute to own or others' enjoyment

Presenting

- Deliver presentations suited to the purpose and audience
- Experiment with volume, pace and intonation to enhance meaning when presenting and reciting, and recognise the effects these have on audience understanding
- Select and use a variety of sentence lengths to suit the purpose of planned spoken texts
- Use connectives to signal a change in perspective or to show causal relationships when speaking
- Use expanded noun and verb groups to present planned, detailed descriptions
- Present multimodal arguments that include research and references, topic-specific vocabulary and the selection of persuasive techniques appropriate to audience
- Select multimedia components, and visual displays or use gestural features to enhance and bring clarity to presentations

■ Reflect on and monitor own and peer presentations according to the given criteria

Complementary content for alternative communication forms: Listening for understanding

■ Attend to a presenter and respond using facial expressions, gestures, symbols, signs or spoken language to provide feedback
■ Attend to a communication partner and respond to their ideas using gestures, symbols, signs or spoken language
■ Evaluate nonverbal features of communication in texts, such as facial expression, posture and eye gaze, that contribute to own or others' enjoyment

EN3-VOCAB-01 - Vocabulary
Extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts.

Content

Learning and using words

■ Identify newly encountered words from interactions and wide reading, and use them in writing, discussions and presentations
■ Identify and use words that convey informative and objective meanings in texts
■ Identify and use words that convey subjective, emotive and persuasive meanings in texts
■ Use metalanguage when discussing language features encountered in texts
■ Extend knowledge of literal and non-literal word meanings through idiom or metaphor
■ Apply knowledge of taught Tier 3 subject-specific morphemes and their meanings
■ Identify Aboriginal English words used in multimodal, spoken and written texts

Defining and analysing words

■ Describe multiple meanings of words, including their metaphorical uses
■ evaluate the effectiveness of modal words used in texts to intensify or soften emotional responses
■ Analyse morphemic structures of Tier 2 and Tier 3 words to determine their meaning
■ Compare nuances and subtleties between synonyms to discern the most appropriate word for a given context

Content

Reading fluently

■ Syllabify, blend grapheme-phoneme correspondences and use morphemic knowledge as strategies for reading words accurately

- Adjust reading rate to suit the purpose for reading and the complexity of the text
- Adjust prosodic reading to enhance meaning and engage an audience
- Efficiently follow signposting features to navigate print and digital texts

Reading for interest and wide purposes

- Select, compare and reflect on texts read for personal interest
- Reflect on reading experiences and identify texts and language features that are enjoyable
- Select texts from print or digital sources to gather and organise research on a topic
- Use criteria to determine the accuracy and reliability of sourced information
- Adjust the reading approach to suit the purpose of reading
- Bring subject vocabulary, technical vocabulary, background knowledge and conceptual knowledge to new reading tasks
- Compare and evaluate print and digital texts for their pertinence to a task, their authority and their level of detail
- Use and compare different texts on similar themes or topics to synthesise ideas or information

Comprehending text structures and features

- Use knowledge of text structure to navigate the text to locate specific information
- Analyse how the integration of persuasive, informative and/or narrative structures within a text can enhance the effect
- Compare purposes for different texts and consider why authors and illustrators have structured texts in particular ways
- Analyse use of multimodal features to enhance meaning within texts

Comprehending language

- Use morphology and etymology to work out the meaning of unfamiliar words
- Describe how your own mental model is adjusted as new words and information deepen understanding during reading
- Explain how the language evokes responses when reading
- Explain how modality can have subtle impacts on the meanings of words and contribute to deeper understanding when reading
- Identify lexical cohesive devices used by the author that support understanding when reading
- Recognise that anaphors, such as pronouns and verb phrases, take their meanings from other parts of a text to support inference
- Identify cause and effect, using knowledge of causal connectives
- Understand that sentence openers signal what the sentence will be about, and that the rest of the sentence can provide new information
- Analyse how the meanings of keywords and phrases in sentences and across a text support local and global inferencing when reading
- Recognise that personal narratives contain more subjective language, but factual accounts of events contain more objective language
- Compare and evaluate subjective and objective language to identify bias

- ■ Recognise that a sequence of clauses may use different tenses but remains connected throughout a topic or section of text

Monitoring comprehension

- ■ Analyse how language, background and vocabulary knowledge, and inferencing are used together to effectively build and adjust a mental model prior to and during reading
- ■ Monitor and repair reading when meaning breaks down
- ■ Evaluate the effectiveness of comprehension strategies used to support reading and interpretation of texts
- ■ Ask questions to clarify thinking, and to provide reasons or evidence
- ■ Question the assertions made by authors when engaging with print and digital texts
- ■ Check the accuracy of own recorded statements made during reading, before summarising information to determine a text's main themes, ideas or concepts
- ■ Categorise information or ideas and create hierarchies to aid recall and support summarisation
- ■ Synthesise summaries of multiple texts and share information with peers to generate, compare and contrast new conceptual understandings
- ■ Reflect on personal connections with a text and identify how interests and experiences can influence understanding and appreciation of ideas presented
- ■ Generate, monitor and adjust own goals for improving oral reading fluency and silent reading fluency

Creating written texts. Outcomes. A student:

- ■ plans creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language **EN3-CWT-01**

Content

Imaginative purposes

- ■ Choose literary forms with appropriate text structures, features and language to engage target audiences
- ■ Make creative choices about temporal and spatial settings, character profiles and motives to enhance reader engagement
- ■ Experiment with characterisation
- ■ Choose and control narrative voice across a text
- ■ Experiment with the development of thematic elements
- ■ Select and use poetic forms to descriptively express ideas

Informative purposes
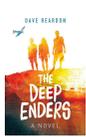
- Choose text formats with appropriate text structures, features and language to inform target audiences
- Develop informative texts that include headings, ideas grouped into paragraphs that include a topic sentence, and a paragraph with concluding information
- Describe and/or explain ideas through logically sequenced paragraphs
- Compare and contrast or discuss cause and effect through sequenced paragraphs
- Create factual and historical accounts that incorporate broader contextual information

Persuasive purposes

- Choose text formats with appropriate text structures, features and language to persuade a target audience
- Group ideas to develop a statement of position, and clear, logical lines of argument that synthesise points, and structure a rhetorically effective conclusion
- Create objective, impersonal arguments
- Combine personal and objective arguments for persuasive effect
- Present arguments from one or multiple viewpoints to persuade target audiences
- Use rhetorical devices targeted to the audience
- Use modality to qualify or strengthen arguments

Text features for multiple purposes

- Control tense across a text according to purpose, shifting between past, present and future tense if required
- Maintain correct noun–pronoun referencing, subject–verb agreement and use temporal, conditional and causal connectives to build cohesive links across a text
- Use word repetition and word associations as cohesive devices across texts
- Substitute specific nouns with all-purpose words as a cohesive device to replace verb groups, noun groups or whole clausesExperiment with figurative language for effect and to engage the reader, including metaphor, hyperbole, oxymoron and allusion
- Create written texts that include multiple paragraphs with clear, coherent transitions of ideas
- Choose multimodal features suited to a target audience and purpose, to reinforce and extend ideas
- Acknowledge sources of information to add credibility and authority to arguments and information

Sentence-level grammar

- Experiment with the use of non-finite verbs in adverbial clauses
- Make choices about verbs and verb groups to achieve precision and add detail
- Experiment with embedding adjectival clauses with the subject and/or object of other clauses, to modify the meaning or to add detail to a noun or noun group
- Experiment with the placement of adverbial clauses, to modify the meaning or to add detail to a verb or verb group
- Include appositives to provide details to nouns and to vary sentence structures suited to text purpose
- Create nominalisations to convey abstract ideas and concepts succinctly and authoritatively

- Make choices about the use of declarative, exclamatory, interrogative and imperative sentences to suit text purpose, and for meaning and effect
- Vary sentence structures or lengths when using simple, compound and complex sentences, with a focus on achieving clarity and effect suited to text purpose

Punctuation

- Use capital letters at the beginning of a sentence, to indicate proper nouns, for headings and subheadings, to indicate the beginning of a poetry line, for emphasis, and when using acronyms
- Use a comma to separate a subordinate clause or a phrase from the main clause, or to separate information within a sentence, or to separate items in a list
- Use quotation marks consistently across a text to distinguish words that are spoken by characters in dialogue or words authored by others
- Understand that texts, such as poetry, may include innovative use of punctuation, and experiment with punctuation to suit purpose and for effect
- Use parentheses in the first instance when abbreviating names using acronyms, and when acknowledging a source
- Experiment with dashes and parentheses for humorous or ironic effect
- Understand and use simple hyphenation generalisations

Word-level language

- Use topic-specific Tier 2 and Tier 3 vocabulary intentionally to add credibility and enhance authority
- Experiment with word choices to create humour, for clarity or emphasis, to suit audience and purpose
- Control modality related to probability, occurrence, obligation or inclination for precision
- Select and use a range of synonyms in a longer text, for precision and to create variety for reader engagement

Planning, monitoring and revising

- Select text formats for combined purposes, creating hybrid texts for target audiences
- Use print or digital tools to plan, sequence, create, revise, edit and publish texts
- Research and summarise information from several sources to plan for writing
- Create texts using digital technologies suited to a target audience and purpose, to support and enhance the development of ideas
- Assess the reliability and authority of sources, including digital sources, when researching and acknowledging texts
- Reflect on own writing by explaining and justifying authorial decisions regarding text-level features, sentence-level grammar, punctuation and word-level language
- Re-read, proofread and edit own and other's writing, and use criteria and goals in response to feedback

Spelling. Outcomes. A student automatically applies taught phonological, orthographic and morphological generalisations and strategies when spelling in a range of contexts, and justifies spelling strategies used to spell unfamiliar words EN3-SPELL-01

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Content

Phonological component

- ■ Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling

Orthographic components

- ■ Apply and explain graphemes identified by their etymology
- ■ Apply infrequently occurring graphemes and letter patterns when spelling base words in a range of writing contexts
- ■ Recognise that the same grapheme can represent different phonemes
- ■ Proofread written texts to correct misspellings, making use of spelling reference tools where required

Morphological component

- ■ Explain and use spelling conventions to add derivational suffixes such as *-ion*, *-ian*, *-ence*, *-ous* to base words or roots
- ■ Explain and use spelling conventions for assimilated prefixes such as *in-*, *ad-*, *com-*
- ■ Explain the etymology of taught roots and apply this knowledge when creating written texts
- ■ Correctly spell taught homophones when creating written texts across a range of writing topics and learning areas

Handwriting and digital transcription Outcomes. A student:

- ■ sustains a legible, fluent and automatic handwriting style EN3-HANDW-01
- ■ selects digital technologies to suit audience and purpose to create texts EN3-HANDW-02

Content

Handwriting legibility and fluency

- ■ Sustain writing with a legible, fluent and personal handwriting style across a text
- ■ Use handwriting efficiently in formal and informal situations
- ■ Adjust handwriting style to suit writing purpose

Understanding and responding to literature

Content

Narrative

- ■ Describe how narrative conventions engage the reader through models of behaviour, and apply narrative conventions when creating texts
- ■ Recognise that narratives reflect both personal and common lived experiences and offer models of behaviour, which may be rejected or accepted
- ■ Describe how patterns in narratives set up expectations and notice when those patterns are subverted
- ■ Describe the difference in purpose between Aboriginal Dreaming stories and Aboriginal Songlines

Characterisation

- ■ Analyse attributes of character and use similar attributes when creating texts
- ■ Recognise how character archetypes and stereotypes are represented in literature
- ■ Analyse how engagement with characters within and between texts invites enjoyment of literature
- ■ Identify the ways different elements of a text contribute to character development and adapt these elements when creating texts

Imagery, symbol and connotation

- ■ Analyse how figurative language in literature can enhance meaning and affect the audience
- ■ Recognise recurring and universal symbols and imagery in literature, describe their meanings and experiment with symbols and imagery when creating texts
- ■ Describe how Aboriginal and Torres Strait Islander authors use symbols and imagery to share cultural perspectives and stories in texts

Genre

- ■ Explain how the genre can be recognised by established codes and conventions that govern content and construction of literature, and apply this knowledge when creating texts
- ■ Examine and experiment with elements in literature that do not follow the form and function of a single genre

Theme

- ■ Identify core social, personal and moral messages within and between texts
- ■ Identify and describe messages common to lived experiences that recur in literature and use these representations when creating texts

Perspective and context

- ■ Identify how perspective is made evident through authorial choices

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- Explore how perspective is influenced by personal, social and cultural contexts
- Describe how Aboriginal and Torres Strait Islander authors' language use promotes a shared understanding of cultural context
- Reflect on and explain how personal, social and cultural context is expressed in own texts

Argument and Authority

- Recognise how an argument is influenced by perspective and create texts that adopt a perspective beyond personal experience
- Understand the authority given to objectivity versus subjectivity in arguments
- Analyse and compare features within and between texts, that characterise an authoritative style
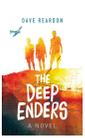- Compare the reliability and validity of texts to make judgements about their authority

Note: Teachers are encouraged to use this program and resources as a guide to support the needs of their students, school context and their own scope and sequence,

	Content	Teaching, learning and assessment
1	**Listening and responding** Respond to questions with elaboration and detail Apply interactive listening strategies by responding to and providing feedback to the speaker Analyse key ideas and perspectives expressed by others through	● Brainstorm ways in which Australia is connected to other nations – construct a class list. ● View the AusAid video and add new information to the 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).

K	W	L
I know that Australia is a multicultural Nation.	I want to know about what cultures have shaped Australian culture.	

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 for the movie and make predictions based on what they think will happen in the story. Students talk about the conscious choices that the author has made to portray the book in a certain way.

Trailer: https://www.youtube.com/watch?v=iVQKdpbkSMc
A chat with the author: https://www.youtube.com/watch?v=D_Ct2qnbpfg&t=66s

	paraphrasing and note-taking **Interacting** Ask and respond to analytical and evaluative questions about literature that contribute to own or others' enjoyment and understanding **Defining and analysing words** Describe multiple meanings of words, including their metaphorical uses Evaluate the effectiveness of modal words used in texts to intensify or soften emotional responses	Students look at the textual concepts website and consider the terms - perspective and character. Perspective: A lens through which we learn to see the world. Perspective provides a dynamic basis for the relationship between composer, text and responder. and, Character: A construct of verbal and visual statements about a fictional identity. Analysis of characters contributes to our own personal judgements about self, morals and values. Students ask: ● How has the author made conscious choices in the video to portray certain characters? ● How has the author made conscious choices about the character in the text? **Task: Students watch the videos and complete their KWL charts**
2		**Pre-read (Prediction)** **Students look at the front cover of the text and make predictions about what they think it is about?** 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 feelings/emotions do these colours instil? **Task: Students predict what they think the story is about. Students can record their responses however they wish (written or audio).**

3		**Introducing the author (pg 278)**
		Who is Dave Reardon?
		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?
		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 writing it. After watching the video, create a mind map of Dave's responses.
		https://www.youtube.com/watch?v=D_Ct2qnbpfg&t=228s
		Task: Students submit interesting questions for Dave. This can be submitted as comments or recorded as an audio file.
4	Interacting	**Pre-read (Prediction)**
		Making connections with the text
	Initiate and contribute to sustained discussions, through questioning, building on and evaluating shared information	Students 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, bewildering, pyrotechnics and dark secret?
	Identify varying social conventions that influence interactions across wide audiences	Students read the blurb:
		THE DEEP ENDERS: A TALE OF EPIC PROPORTIONS
		After his home was destroyed in the attack on Pearl Harbor, Murph Turner finds himself an outsider in a bewildering land of red dust and
	Describe ways of interacting with cultural protocols or practices used by Aboriginal and/or	paranoia in Broome, Australia, where he has been sent - alone - to find his father.
		Murph strikes up a friendship with Banjo, an Aboriginal teen with a passion for pyrotechnics, and Micki, a beautiful runaway, but he struggles to trust who his friends really are - and where, exactly, a romance with a sometimes infuriating girl fits in the picture.

Torres Strait Islander Peoples

Interact in a range of contexts and deliberately adjust language and style

Defining and analysing words

Describe multiple meanings of words, including their metaphorical uses

Evaluate the effectiveness of modal words used in texts to intensify or soften emotional responses | With the war closing in on the exotic pearl-diving town, Murph is dragged into a world of seething cultural tensions between white, Aboriginal, and Japanese inhabitants that threatens to tear the community apart.

Even as the Japanese armada storms toward the northern coastline, the unlikely trio uncovers a dark secret that thrusts them into a murderous adventure - all set against the backdrop of a true WWII tragedy so brutal that it was immediately covered up by the government.

Task: 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. |

| 5 | **Imaginative purposes**

Choose literary forms with appropriate text structures, features and language to engage target audiences

Make creative choices about temporal and spatial settings, character profiles and motives to enhance reader engagement

Choose and control narrative voice across a text

Experiment with the development of thematic elements | **Pre-read (Prediction)**

Students create their version of the text's dramatic blurb

THE DEEP ENDERS: A TALE OF EPIC PROPORTIONS

After his home was destroyed in the attack on Pearl Harbor, Murph Turner finds himself an outsider in a bewildering land of red dust and paranoia in Broome, Australia, where he has been sent - alone - to find his father.

Murph strikes up a friendship with Banjo, an Aboriginal teen with a passion for pyrotechnics, and Micki, a beautiful runaway, but he struggles to trust who his friends really are - and where, exactly, a romance with a sometimes infuriating, girl fits in the picture.

With the war closing in on the exotic pearl-diving town, Murph is dragged into a world of seething cultural tensions between white, Aboriginal, and Japanese inhabitants that threatens to tear the community apart.

Even as the Japanese armada storms toward the northern coastline, the unlikely trio uncovers a dark secret that thrusts them into a murderous adventure - all set against the backdrop of a true WWII tragedy so brutal that it was immediately covered up by the government.

Students identify key vocabulary, grammatical features and choices that the author makes to increase the effectiveness of the blurb.

Task: Students record themselves reading the blurb with additional dramatic elements including; tension, pause, sound effects, etc. |
| 6 | **Learning and using words**

Identify newly encountered words from interactions and wide reading, and use them in writing, discussions and presentations

Identify and use words that convey informative and objective meanings in | **Reading the text**

Read Chapter 1 and complete a chapter summary.

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 everyone away. "She's one of them!" one of the gamblers yells and Micki knows that her secret is out.

● 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? |

	texts Identify and use words that convey subjective, emotive and persuasive meanings in texts	Students listen to Chapter 1 (audio) paying particular attention to how the author builds tension and suspense. **Task: Students create a semantic web and identify any keywords from the excerpt.**
7	Use metalanguage when discussing language features encountered in texts. **Defining and analysing words** Describe multiple meanings of words, including their metaphorical uses	**Focus study on Chapter 2: The remote pearling town.** 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. How are 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. http://www.abs.gov.au/ **Students: locate Broome and Darwin on a map and research the significance of both towns during the Second World War era.**

8	**Informative purposes** Develop informative texts that include headings, ideas grouped into paragraphs that include a topic sentence, and a paragraph with concluding information Describe and/or explain ideas through logically	**How are events linked? (Global Connections)** Research question: How did the attacks on Pearl Harbor and Darwin shape history? Students create a 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. ● 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. **Task: Students investigate how the bombing of Darwin shaped history. Students analyse images of newspapers and images and create a See/Think/Wonder chart and revisit their KWL charts from lesson 1**

9	sequenced paragraphs Compare and contrast or discuss cause and effect through sequenced paragraphs Create factual and historical accounts that incorporate broader contextual information	
10	**Defining and analysing words** Describe multiple meanings of words, including their metaphorical uses Evaluate the effectiveness of modal words used in texts to intensify or soften emotional responses	**Focus study on Chapter 3: Heading underwater.** 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. ● Why do you think the author decided to take the story underwater? ● Why is the perspective of the Japanese diver significant? ==Task: Students research the contributions of Japanese divers who spent their lives working in Australian pearling towns such as Broome.==

| 11 | **Presenting**

Deliver presentations suited to the purpose and audience

Experiment with volume, pace and intonation to enhance meaning when presenting and reciting, and recognise the effects these have on audience understanding

Select and use a variety of sentence lengths to suit the purpose of planned spoken texts

Use connectives to signal a change in perspective or to show causal relationships when speaking

Use expanded noun and verb groups to present planned, detailed descriptions | **What was the Author's purpose?**

Reviewing Author's Purpose: https://prezi.com/tidrolswgopp/authorspurpose Authors write to pursue, entertain or inform Students brainstorm the meaning for each of these three categories.

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.

Students investigate the following enquiry questions:

● **Why did Dave Reardon choose to have an Indigenous protagonist?**
● **Why do you think that this is significant?**

Students present their ideas to the class. |

12	**Reading for interest and wide purposes**	**Read Chapter 4 and complete a chapter summary.**
	Select, compare and reflect on texts read for personal interest	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:
		1. Who is your most significant relationship?
	Reflect on reading experiences and identify texts and language features that are enjoyable	2. What is your favourite pastime?
		3. Where were you when…
		4. When the _____ occurred how did it make you feel?
	Use criteria to determine the accuracy and reliability of sourced information	
	Adjust reading approach to suit the purpose for reading	
	Bring subject vocabulary, technical vocabulary, background knowledge and conceptual knowledge to new reading tasks	

13		**The Pearling Industry in Australia** Students locate various sources (newspaper articles, photographs and website material and create a research presentation about the pearling industry ● 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 work using the *Three Stars and a Wish* method. **Task: Students locate various sources (newspaper articles, photographs and website material and create a research presentation about the pearling industry.**
14		**The incarceration of Japanese residents.** Students investigate the imprisonment of Japanese POWs in Australia and Allied nations during WWII – a reference to Australian author Catherine Piper's award winning 2014 book *After Darkness.* ● 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. **Task: Students write diary entries from the point of view of a Japanese prisoner.**

15 -16		**Reading (deep study)** **The Bombing of Darwin (p50)** Example questions/statements reinforcing: How is this text making me/you feel? What emotions did you feel when you read this? Videos of the bombing of Darwin: 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 • Why do you think that the soldier says '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 from http://www.curriculumsupport.education.nsw.gov.au/literacy/assets/pdf/packages/co mbook.pdf Students are given a picture of the bombing of Darwin and asked to create personal responses to the following questions: • What does it smell like? • What does it feel like? • What effect did it have? ==Task: Students create descriptions of the bombing of Darwin.==
17		**Students create their news reports about what happened during the bombing of Darwin.** Students begin to incorporate the perspectives of different people on that day - for example: Darwin residences, the Australian airforce and the Japanese soldiers.

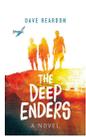|		
		● What can they hear? ● Are the characters talking to each other? What are they saying? How do the characters feel? ● If you could ask these characters a question, what would it be? ● What's happening beyond the edges of this picture, out of view of the reader, but visible once they've stepped inside the book? **Task: Students create their news reports about what happened during the bombing of Darwin.**
18		**From the other side (exploring perspectives)** Students create 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. http://schools.peelschools.org/sec/lornepark/SiteCollectionDocuments/EQAO/OSSL T%20StEDWriting%20A%20News%20Report.pdf ● 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. **Task: Students create 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.**

19		**Read the book We Are All Born Free – The Universal Declaration of Human Rights in Pictures (Amnesty International).***
		● 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, and 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.
		● 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.
		*lesson adapted from English Sample Unit (Global Connections BOSTES).
		Task: Students create a pamphlet about human rights.
20 - 22	**Characterisation** Analyse attributes of character and use similar attributes when creating texts Recognise how character archetypes and stereotypes are represented in literature Analyse how engagement with characters within and between texts invites enjoyment of literature Identify the ways different elements of a text contribute to	**What is a stereotype?** Students are introduced to the term 'stereotype' and brainstorm their responses as a class. They investigate: ● What is a stereotype? ● Where does the term come from? ● How do we form stereotypes? ● Are stereotypes based on truth? See: Stereotyping Aboriginal Australians_Oxfam Australia After viewing the PowerPoint students discuss the role of the media in strengthening stereotypes. Students view the Media Code of Ethics website and resources: https://www.meaa.org/ http://www.abc.net.au/mediawatch/transcripts/0921_meaaethics.pdf **Task: 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.** **Focus study on. Chapter 8: Murph's reaction to the Japanese divers.**

	character development and adapt these elements when creating texts	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.' Why do you think Murph reacted so strongly to the Japanese divers? **Task: Students work in groups and film an imaginary interview with Murph. Students devise questions and record their responses.**
23		**The power of storytelling and the creation of identity (identities)** Banjo tells different stories about the origin of his nickname 'Hero'. As individuals, we can create our own stories and identities through our narratives. We can choose 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. 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 they would not. Encourage students to discuss why they would choose certain images/captions. Questions: ● 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? See: The Innovation of Loneliness and Who am I?
24		**Creating a synonym web using Helen's letter to Skip (p115).** ● 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's mum Helen's letter and create a list of adjectives that she uses (suffered, hell, tiring, tears, concern etc). ● Reread the letter from Skip's wife Helen (p115) and students write responses to the letter. Students rewrite the letter

		substituting their new synonyms from the last lesson. In the responses, students focus on the proper letter-writing procedure **Task: Students peer mark their work using the 'Three Stars and Wish Strategy.**
25		**Creating a synonym web using Helen's letter to Skip (p90).** ● 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's mum Helen's letter and create a list of adjectives that she uses (suffered, hell, tiring, tears, concern etc). ● Reread the letter from Skip's wife Helen (p115) and students write responses to the letter. Students rewrite the letter substituting their new synonyms from the last lesson. In the responses, students focus on the proper letter-writing procedure **Task: Students peer mark their work using the 'Three Stars and Wish Strategy.**
26		**Who on Earth is Banjo?** "Your name's Banjo. Why, have you lost your memory as well as your marbles?" "What's your full name?" "Banjo Hero." "Wrong, brudder. That's just my nickname," he said emphatically. "My full name is Banjo Hiroto." 'I'm half Japanese.." Student inquiry questions: ● How did you feel when you read this? ● Were you expecting Banjo to be of Japanese origin? ● What were the implications for the story? ● Students explore the concept "What does it mean to be Australian?" http://www.australiancurriculumlessons.com.au/2014/10/03/australiahomehistory unityears56migrationaustraliashistory.

27		**What does it mean to be Australian? (EXPLORE the issues)**
		Interview someone you know who has made the journey from their homeland to Australia (this person may be a friend, a family member, or a member of the school community, for example).
		● 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?
		Task: Students investigate the artwork of Peter Drew and his collection titled "Aussie" and create a self-portrait using the same style.
		Investigating Aboriginal Origin Myths
		Students conduct investigations into Aboriginal Dreamtime stories and present their work to the class.
		Dust Echoes Stories:
		http://www.abc.net.au/dustechoes/about.htm
		http://www.abc.net.au/rn/legacy/features/sharingourstories/
28	**Reading for interest and wide purposes** Select, compare and reflect on texts read for personal interest Reflect on reading	**Close Study of Chapter 25** Students conduct a close reading of Chapter 25 with a focus on the following questions: ● Why has the author chosen to include this chapter? ● What is the extent of Banjo's pain and turmoil? What evidence is there for Banjo's inner challenges? ● Why has the author chosen to 'drop his guard?' ● What glimmers of hope are there in the chapter? (It is tragic but there is also hope as Murph and he restore their friendship).

29	experiences and identify texts and language features that are enjoyable Use criteria to determine the accuracy and reliability of sourced information Adjust reading approach to suit the purpose for reading	**Task: Students listen to Chapter 25 (audio) paying particular attention to how the author builds tension and suspense.** **Close study of Chapter 26** 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. What does this chapter tell us about the qualities of a good friend? **Task: Students create posters that promote the qualities of a great friend.**
30	Bring subject vocabulary, technical vocabulary, background knowledge and conceptual knowledge to new reading tasks Compare and evaluate print and digital texts	**Close study of Chapter 27-28:** 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. Students use the SUMMARISE strategy The find, to organise and retell the most important parts of the text. Students use the VISUALISE STRATEGY and ask: What pictures do I have in my head as I read the text? Eg. I imagine a character like…
31	for their pertinence to a task, their authority and their level of detail Use and compare different texts on similar themes or topics to synthesise ideas or information	**Chapters 29-33** Students create a comic strip summarising the main events from the chapters: 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? **Task: Students use the visualise strategy and ask "What pictures do I have in my head as I read this text? Students create an**

		==artwork about a specific scene from the chapters.==
32		**Chapter 31 Making judgements of people** 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 have a different view of the chapter's events. 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? Explore the idea that "Queenie is the most fascinating character in the whole book.' **Chapters 33-38** Students Summarise the main events from the chapter and MAKE CONNECTIONS asking themselves: ● Does this remind you of something? ● Has it ever happened to you? Students choose another text (either video or written) and use a VennDiagram to compare and contrats the significant parts of the chapter.
33		**The changing nature of Murph.** Students investigate the ways in which Murph has changed throughout the book. How does he change? Why do you think that he has changed? 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? 'Why I was _____ I thought that, but now that I am _____ I think that _____ .' 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. Students create a 'before and after' transformation of themselves explaining how they have changed as individuals.

34		**Chapter 41- 45 The Final Chapters**
		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? **Task students to answer the focus questions:** ● **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'?**
35		**Chapter 46** 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. Students peer mark their work and present their work to the class. Work could be included in their school newsletter or presented at assembly. **Task: Students write a chapter and email it to the author.**

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