English Stage 3 Second year – Unit 16

Theme – *Azaria: A True History*

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# Unit overview and instructions for use

In this 5-week unit, students will explore the mentor text *Azaria: A True History* to deepen their understanding of the textual concepts of ‘theme’ and ‘argument and authority’. They will analyse core themes within texts and discuss how these themes are common to lived experiences. Students will experiment with the development of thematic elements when creating arguments and a historical hybrid text using authoritative style.

Outcomes and content in this unit are organised into Component A and Component B. The components are connected, with learning in Component A complementing learning in Component B.

**Note**: the duration of this unit can be adapted to suit individual school contexts. For example, learning could occur across 5 days rather than 4.

The table below highlights the focus areas and preparation required for Component A and Component B.

|  |  |  |
| --- | --- | --- |
| Teaching and learning | Component A | Component B |
| Suggested duration | 60 minutes × 4 days/week or equivalent | 60 minutes × 4 days/week or equivalent |
| Explicit teaching focus areas | Component A addresses content from the focus areas:   * Vocabulary * Reading comprehension * Creating written texts * Spelling * Handwriting and digital transcription   It centres on the development of foundational skills and knowledge through regular, systematic and repeated practice. | Component B addresses content from the focus areas:   * Oral language and communication * Vocabulary * Reading comprehension * Creating written texts * Understanding and responding to literature   It centres on the conceptual understandings of English and exemplifies the importance of learning about and enjoying literature through the study of quality texts. |
| Preparing for teaching and learning | * Specific teaching and learning activities need to be developed by the teacher. When planning for these activities, please refer to the Component A outcomes and content, teaching guides and planning frameworks. * Plan and document how you will sequence teaching and learning in whole-class and targeted-groups across the 5-week cycle as required. This should be based on student needs identified through ongoing assessment data. | * Familiarise yourself with the mentor and supporting texts and textual concepts, and the teaching and learning sequence. * Determine how you will support students in whole-class and targeted-groups across the 5-week cycle as required. This should be based on student needs identified through ongoing assessment data. |

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## Teacher notes

1. *Azaria: A True History* is a narrative about a family whose baby was taken by a dingo at Uluru. The mother was wrongly accused and not all viewpoints were equally considered leading to a miscarriage of justice. The content in this text and unit requires sensitivity and awareness, particularly about loss of family members. Please consider the students in your school and class and determine the suitability of this text for your school context.
2. Theme is the overarching or recurring idea that describes attitudes or values that are perceived in a text. A theme may range from the understood ‘moral’ of a text to philosophical observations that the audience makes about the events, characters and experiences depicted in a text. A text may have more than one theme (NESA 2024).
3. Understanding of theme can be supported through watching the department’s video: [Theme (2:52)](https://education.nsw.gov.au/teaching-and-learning/curriculum/english/textual-concepts/theme)
4. While ‘theme’ is the mentor concept for the conceptual component of this unit, the supporting concept of ‘argument and authority’ is explored within the relevant section(s) of the mentor text.
5. For information on connectives, nominalisations, word repetition and associations, lexical cohesive devices and hyphenation generalisations, refer to the [NESA Glossary](https://curriculum.nsw.edu.au/curriculum-support/glossary).
6. In addition to the resources listed, students will require access to short passages of the mentor and/or supporting texts. Teachers can copy extracts from texts in reliance on the [Statutory Text and Artistic Works Licence](https://smartcopying.edu.au/guidelines/education-licences/the-statutory-text-and-artistic-works-licence/). Teachers need to attribute the extracts and include the following notice: ‘This material has been copied [and communicated to you] in accordance with the statutory licence in section 113P of the Copyright Act. Any further reproduction or communication of this material by you may be the subject of copyright protection under the Act. Do not remove this notice’.
7. Students will require digital technology throughout this unit.
8. Consider how the students will publish their historical hybrid text. Ensure the availability of relevant resources during Week 5 of this unit. This may include resources such as digital technology or art paper.
9. Reflect on student learning and engagement in activities and record differentiation and adjustments within the unit to inform future teaching and learning. One way of doing this could be to add comments to the digital file.
10. In NSW classrooms there is a diverse range of students including Aboriginal and/or Torres Strait Islander students, students learning English as an additional language or dialect, high potential and gifted students, and students with disability. Some students may identify with more than one of these groups, or possibly all of them. Refer to [Curriculum planning for every student – advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/advice-on-curriculum-planning-for-every-student-k-12) for further information.
11. Content points are linked to the National Literacy Learning Progression (version 3).

Levels and indicators sourced from [National Literacy Learning Progression](https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/version-3-of-national-literacy-and-numeracy-learning-progressions/) © Australian Curriculum, Assessment and Reporting Authority (ACARA), (accessed 12 July 2024) and was not modified. See references for more information.

## Outcomes and content

The table below outlines the outcomes and content for this unit. The letters 'A' and 'B' in the header refer to Components A and B. The numbers 1 to 5 refer to weeks. The use of 'x' in these columns indicates where the content points are intended to be addressed and in which week.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Focus area and outcome, content points and National Literacy Learning Progression | A | B | 1 | 2 | 3 | 4 | 5 |
| **Oral language and communication**  **EN3-OLC-01** communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding |  |  |  |  |  |  |  |
| * Follow agreed-upon protocols and define individual roles as needed for in-person or online interactions, establishing specific goals, criteria or timeframes (InT6) |  | x | x | x |  |  | x |
| * Analyse key ideas and perspectives expressed by others through paraphrasing and note-taking (InT5, LiS7) |  | x | x | x | x | x | x |
| * Evaluate the effectiveness of rhetorical questions used for intentional effect |  | x | x | x |  |  |  |
| * Use connectives to signal a change in perspective or to show causal relationships when speaking (SpK5) |  | x | x | x |  |  |  |
| **Vocabulary**  **EN3-VOCAB-01** extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts |  |  |  |  |  |  |  |
| * Identify and use words that convey informative and objective meanings in texts | x | x | x | x | x | x |  |
| * Use metalanguage when discussing language features encountered in texts (UnT9, CrT9) | x | x | x | x | x | x | x |
| **Reading comprehension**  **EN3-RECOM-01** fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension |  |  |  |  |  |  |  |
| * Syllabify, blend grapheme–phoneme correspondences and use morphemic knowledge as strategies for reading words accurately (SpG10, PKW9, FlY6) | x |  | x |  | x |  | x |
| * Bring subject vocabulary, technical vocabulary, background knowledge and conceptual knowledge to new reading tasks (UnT8) |  | x | x | x | x |  |  |
| * Compare and evaluate print and digital texts for their pertinence to a task, their authority and their level of detail (UnT8) |  | x |  | x | x |  |  |
| * Use and compare different texts on similar themes or topics to synthesise ideas or information (UnT9) | x | x | x | x | x |  |  |
| * Analyse how the integration of persuasive, informative and/or narrative structures within a text can enhance effect |  | x | x |  | x |  |  |
| * Use morphology and etymology to work out the meaning of unfamiliar words (UnT8) | x |  |  |  | x |  | x |
| * Explain how modality can have subtle impacts on the meanings of words and contribute to deeper understanding when reading (UnT9) | x | x | x | x |  |  |  |
| * Identify lexical cohesive devices used by the author that support understanding when reading (UnT8) | x | x |  | x | x | x |  |
| * Identify cause and effect, using knowledge of causal connectives | x | x | x | x |  |  |  |
| * Compare and evaluate subjective and objective language to identify bias | x | x | x | x |  | x |  |
| * Evaluate the effectiveness of comprehension strategies used to support reading and interpretation of texts | x |  | x | x | x | x | x |
| * Question the assertions made by authors when engaging with print and digital texts |  | x |  | x | x |  | x |
| * Check the accuracy of own recorded gist statements made during reading, before summarising information to determine a text’s main themes, ideas or concepts |  | x | x |  | x |  |  |
| * Categorise information or ideas and create hierarchies to aid recall and support summarisation |  | x |  | x | x |  |  |
| * Synthesise summaries of multiple texts and share information with peers to generate, compare and contrast new conceptual understandings |  | x |  |  | x |  |  |
| **Creating written texts**  **EN3-CWT-01** plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language |  |  |  |  |  |  |  |
| * Experiment with the development of thematic elements |  | x | x |  | x | x |  |
| * Choose text formats with appropriate text structures, features and language to persuade a target audience (CrT9) |  | x |  | x | x | x |  |
| * Group ideas to develop a statement of position, and clear, logical lines of argument that synthesise points, and structure a rhetorically effective conclusion |  | x |  | x |  | x |  |
| * Create objective, impersonal arguments (CrT9) |  | x |  | x |  | x |  |
| * Combine personal and objective arguments for persuasive effect |  | x |  | x |  | x |  |
| * Present arguments from one or multiple viewpoints to persuade target audiences |  | x |  | x |  | x | x |
| * Use modality to qualify or strengthen arguments |  | x |  | x |  | x |  |
| * Maintain correct noun–pronoun referencing, subject–verb agreement and use temporal, conditional and causal connectives to build cohesive links across a text (GrA5, CrT9, GrA6) | x | x | x | x | x |  |  |
| * Use word repetition and word associations as cohesive devices across texts (CrT8) | x | x |  | x | x |  |  |
| * Create written texts that include multiple paragraphs with clear, coherent transition of ideas (CrT9) |  | x | x |  | x | x |  |
| * Create nominalisations to convey abstract ideas and concepts succinctly and authoritatively (GrA7) | x | x | x | x |  | x |  |
| * Vary sentence structures or lengths when using simple, compound and complex sentences, with a focus on achieving clarity and effect suited to text purpose | x | x | x | x |  |  |  |
| * Understand and use simple hyphenation generalisations | x | x |  |  |  | x | x |
| * Use topic-specific Tier 2 and Tier 3 vocabulary intentionally to add credibility and enhance authority (CrT9) |  | x |  | x | x |  |  |
| * Assess the reliability and authority of sources, including digital sources, when researching and acknowledging texts |  | x |  | x | x |  | x |
| **Spelling**  **EN3-SPELL-01** 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 |  |  |  |  |  |  |  |
| * Segment unfamiliar multisyllabic words into syllables and phonemes as a strategy when spelling | x |  | x | x | x | x | x |
| * Apply and explain graphemes identified by their etymology (SpG11) | x |  | x | x |  |  | x |
| * Recognise that the same grapheme can represent different phonemes (SpG10) | x |  |  |  | x | x | x |
| * Explain the etymology of taught roots and apply this knowledge when creating written texts (SpG10) | x |  | x | x | x | x | x |
| **Handwriting and digital transcription**  **EN3-HANDW-01** sustains a legible, fluent and automatic handwriting style  **EN3-HANDW-02** selects digital technologies to suit audience and purpose to create texts |  |  |  |  |  |  |  |
| * Sustain writing with a legible, fluent and personal handwriting style across a text (HwK8) | x |  |  |  |  | x | x |
| * Adjust handwriting style to suit writing purpose (HwK8) | x |  |  | x |  | x | x |
| * Evaluate and select applications and tools to create text to suit audience and purpose | x |  | x |  | x | x | x |
| **Understanding and responding to literature**  **EN3-UARL-01** analyses representations of ideas in literature through narrative, character, imagery, symbol and connotation, and adapts these representations when creating texts  **EN3-UARL-02** analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts |  |  |  |  |  |  |  |
| * Identify core social, personal and moral messages within and between texts |  | x | x |  |  | x | x |
| * Identify and describe messages common to lived experiences that recur in literature and use these representations when creating texts |  | x | x |  | x | x | x |
| * Recognise how an argument is influenced by perspective and create texts that adopt a perspective beyond personal experience |  | x |  | x | x | x |  |
| * Understand the authority given to objectivity versus subjectivity in arguments |  | x |  | x |  | x |  |
| * Analyse and compare features within and between texts, that characterise an authoritative style (UnT7) |  | x |  | x | x |  | x |
| * Compare the reliability and validity of texts to make judgements about their authority (UnT7) |  | x |  | x | x |  | x |

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## Resources

The resources in the table below are referred to in this unit. Letters 'A' and 'B' in the header refer to Component A and B respectively, and the numbers 1 to 5 indicate weeks. The use of 'x' in these columns indicates whether the resources are required in Component A, B or both, and in which week.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Resource | A | B | 1 | 2 | 3 | 4 | 5 |
| Coote M (2020) Azaria A Ture History, Melbournestyle Books, Australia. ISBN13: 9780648568407 | x | x | x | x | x | x | x |
| Website: [Maree Coote talks about writing historical fiction](https://storylinks.booklinks.org.au/2021/10/12/maree-coote-talks-about-writing-historical-fiction/) |  | x | x |  |  |  |  |
| [Resource 1 – situation and role-play cards](#_Resource_1_–_1) |  | x | x |  |  |  |  |
| Sticky notes |  | x | x |  |  |  |  |
| Video: [Dingo Decision (3:56)](https://www.abc.net.au/btn/classroom/dingo-decision/10532368) |  | x |  | x |  |  |  |
| [Resource 2 – comparison table](#_Resource_2_–_1) |  | x |  | x |  |  |  |
| Individual whiteboards |  | x |  | x |  |  |  |
| [Resource 3 – writing exemplar](#_Resource_3_–_1) |  | x |  | x |  |  |  |
| [Resource 4 – writing exemplar (teacher)](#_Resource_4_–_1) |  | x |  | x |  |  |  |
| Video: [Dingo Heroes (2:48)](https://www.abc.net.au/btn/classroom/dingo-heroes/10521778) |  | x |  | x |  |  |  |
| Website: [Dingoes](https://environment.desi.qld.gov.au/wildlife/animals/living-with/dingoes) |  | x |  | x |  |  |  |
| [Resource 5 – persuasive planning template](#_Resource_5_–_1) |  | x |  | x |  |  |  |
| Webpage: [Australia's Defining Moments](https://digital-classroom.nma.gov.au/defining-moments) |  | x |  |  | x |  |  |
| [Resource 6 – article analysis (teacher)](#_Resource_6_–_1) |  | x |  |  | x |  |  |
| [Resource 7 – article analysis](#_Resource_7_–_1) |  | x |  |  | x |  |  |
| Copies of selected articles from [Australia's Defining Moments](https://digital-classroom.nma.gov.au/defining-moments) (if not using digital technology) |  | x |  |  | x |  |  |
| [Resource 8 – research template](#_Resource_8_–_1) |  | x |  |  | x |  |  |
| [Resource 9 – Is the Prickly Pear a fascinating plant?](#_Resource__9) |  | x |  |  |  | x |  |
| [Resource 10 – Isn’t it remarkable how a moth could save farmland from a prickly problem?](#_Resource__10) |  | x |  |  |  | x |  |
| [Resource 11 – newspaper analysis](#_Resource_11_–_1) |  | x |  |  |  | x |  |
| Chart paper |  | x |  |  |  | x |  |
| Copy of different double pages of the text (for each pair of students) |  | x |  |  |  | x |  |

# Week 1

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to identify and describe themes and viewpoints and use these when creating texts.

#### Success criteria

Students can:

* use background and prior knowledge to make connections with the text
* identify and understand themes within a text
* analyse and connect to themes from the text
* examine viewpoints and how they connect to the theme of the text.

## Lesson 1 – recalling background and conceptual knowledge

1. Display an image of Uluru. In small groups, students [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=7415abfe-7f5b-c094-a7cd-93ba4b48cb0c) and record what they know about Uluru. Provide guiding questions if required. For example:

* Where is Uluru?
* Why is Uluru an important site?
* Why does it attract tourists?

1. Display Uluru brainstorms for each group to present their ideas. As a class, discuss what is interesting and what they would like to know more about.
2. Display the front cover of *Azaria: A True History* by Maree Coote to introduce the text. Model using the thinking strategy [The Explanation Game](https://pz.harvard.edu/resources/the-explanation-game) to discuss and understand the different aspects of the front cover. For example, ‘I notice that there is something shaped like an eye in the heading of the text. I wonder why the illustrator chose to put it there?’ Allow opportunity for student discussion.
3. In small groups students use the thinking strategy, [The Explanation Game](https://pz.harvard.edu/resources/the-explanation-game), to discuss and examine the front cover. Each student selects something from the front cover that stands out for them. Students take turns to lead the group discussion by posing a question and then following that observation with another question as modelled in activity 3.
4. Each group prepares an oral summary of their discussion. As a class, co-construct a prediction about the text based on the collective summaries.
5. Display the back cover of the text. Read the title and the blurb. Ask: Has reading the blurb triggered additional background knowledge? Allow opportunity for students to contribute their thinking.
6. Compare the text blurb with the co-constructed text prediction to determine the similarities and differences.
7. Zoom in on the author of the text. Explain that students will learn more about Maree Coote by reading about her and completing a true or false author quiz. Display and read the information in [Maree Coote talks about writing historical fiction](https://storylinks.booklinks.org.au/2021/10/12/maree-coote-talks-about-writing-historical-fiction/).
8. Provide statements about Maree Coote for students to answer with ‘true’ or ‘false’. Students respond using a thumbs up for true or a thumbs down for false. For example:

* Maree is a writer, designer, illustrator, photographer and publisher. (true)
* Maree’s love for Uluru was her motivation for writing *Azaria: A True History*. (false)
* Maree favours Charles Dickens and Jackie French as historical fiction writers. (true)

1. Summarise that Maree Coote is a designer and artist. She is also the author, illustrator and publisher of the text. Explain that the text is told in a fairytale manner but includes historical facts to retell an event that occurred in Australian history. Maree lived during this experience and completed topic research, adding to the authority of the text.
2. Ask students to consider how the information explored in the lesson connects with the cover and the blurb about the text. Model recording connections on a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577). For example, Uluru is a tourist spot in Australia and connects with the illustrations on the cover of the text; ‘Maree favours historical fiction writers therefore chose to write this text on an Australian historical event’, ‘I remember watching a news article about Azaria’.
3. Students complete a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577) to link the key ideas explored throughout the lesson.
4. In pairs, students share their concept map and discuss the importance of the connections. As a class, students share one connection from their partner’s concept map.

## Lesson 2 – identifying and understanding theme

1. Activate and make connections with prior learning by playing the ‘Final word’ game to revise student understanding of theme. Give students 2 minutes to list any key words or phrases about theme. In small groups, students take turns to share one key word or phrase from their list. If another student has that word on their list, they put a tick beside it. If they do not have the word, they add it to their list. Students continue to share an unticked word until they have finished their list. The last student to share an unticked word is the winner.
2. Explain that theme can be a message, or the moral of a text. Themes are different from subjects or topics. Readers can understand themes from the actions, feelings and ideas from people or characters. Authors use themes to explore social, moral and ethical questions.

**Note:** theme is an overarching or recurring idea that describes attitudes or values that are perceived in a text. A theme may range from the understood ‘moral’ of a text to philosophical observations that the audience makes about the events, characters and experiences depicted in a text. A text may have more than one theme (NESA 2024).

1. Read Azaria: A True History. While reading, ask students to consider and record the core themes and messages that are evident in the text.
2. Explain that the author’s perspective shapes the themes that are expressed in the text. The author's perspective is influenced by her social, personal and cultural context.

**Note:** perspective is a lens through which the author perceives the world and creates a text, or the lens through which the reader or viewer perceives the world and understands a text. Readers may also temporarily adopt the perspectives of others as a way of understanding texts (NESA 2024).

1. In small groups, students brainstorm and explore core themes that were identified in the text. Students use a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) to record the core themes on one side and examples from the text that support a justification. For example:

* Ignorance and distrust can lead to injustice. In the text the media showed ignorance and distrust of the mother, and this led to injustice.
* Open mindedness ensures we do not jump to conclusions. In the text the ranger had an open mind about the true nature of dingoes.
* All sources of information should be considered to find out the truth. In the text it was important to find out what really happened as not all viewpoints were taken into consideration.
* Resilience is needed during adversity. In the text the mother was persistent through challenging times and wanted people to know the truth.

**Note**: T-charts will be referred to again in [Lesson 3](#_Lesson_3_–).

1. As a class, ask each group to share their ideas from activity 5. Students analyse key ideas and viewpoints expressed by others by paraphrasing and sharing their own opinion. Students can agree or disagree and provide elaboration and justification. For example: I agree that one core theme is ‘all sources of information should be considered to find out the truth’. I also think that another core theme is ‘resilience is needed during adversity’. In the text, the mother did not give up in her search to find the truth.
2. Revise comparing and evaluating subjective and objective language used to identify bias from explicit teaching in Component A.
3. As a class, discuss how the author has represented and developed one of the themes from activity 5 throughout the text. For example, display pages 22 and 23 from the text. Compare and evaluate the subjective and objective language used and identify bias. Discuss how this links to the theme, ‘ignorance and distrust can lead to injustice’.
4. Students write a response explaining how the author has represented and developed a core theme throughout the text using information from previous activities. For example:

In *Azaria: A True History,* one theme explored in the text is ‘all sources of information should be considered to find out the truth.’ The author reveals this theme through the various viewpoints of characters, and how some of them continue to investigate and provide evidence to support the truth. The characters work hard to gather clues and solve the mystery, which shows how challenging it can be to find the truth. The text teaches readers that uncovering the truth is important, otherwise an injustice could occur. This can be a complicated and long journey.

1. To provide opportunity to check for understanding, students reflect and record their understanding of theme with a partner. Use prompting questions to consider how the author conveyed the themes throughout the text. For example:

* How do the characters' actions help us to better understand the theme?
* What events or scenes in the text stand out to you? How do they relate to the themes discussed?
* How does the author use descriptions or dialogue to convey different themes?
* Do you think the theme changes at different points in the story? If so, how does it change and why do you think that is?

## Lesson 3 – analysing and connecting to themes

1. Display images of the front cover of familiar Stage 3 texts, for example, The Wild Robot by Peter Brown, One Small Island by Alison Lester and Coral Tulloch or Worse Things by Sally Murphy. Discuss the meaning of one core theme within the selected texts. Ask students to discuss and share ideas.
2. Revisit pages 24 and 25 of *Azaria: A True History.* Explain that the information in some of the news articles occurred in the 40 years between the dingo attack and the text’s publication date. Re-read selected articles and headlines, asking questions to deepen student engagement and understanding of the text. For example:

* Is the information in the text fact or fiction? (For example, some of the information is fiction but the text also uses historical facts to tell the story.)
* Discuss rhetorical questions and why they might be used in the newspaper articles. (For example, the purpose of rhetorical questions is for persuasive effect. The question ‘What happened next?’ (p 24) is thought provoking and engages the reader to read the article, ‘WAS IT THE DINGO OR THE MOTHER?’ (p 25) captures the reader’s attention and persuades the reader to think that either party is guilty.)
* How do the newspaper articles connect or add to the understanding of core themes in the text? (For example, they provide information about the events, present different viewpoints and additional contextual information.)

1. Revise student understanding of causal connectives from explicit teaching in Component A. Ask students to identify causal connectives in the text that demonstrate cause and effect. For example, ‘WAS IT THE DINGO OR THE MOTHER?’ ‘They do not believe the dingo did it. **Therefore**, they will accuse the mother’ (p 25).
2. Revisit the core themes from the text using the [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=e45de21f-898b-10d8-5d7e-ced3ff153925) from [Lesson 2](#_Lesson_2_–) and record any additional core themes.
3. Discuss and record students’ personal experiences that connect to a theme from the text. For example, open mindedness ensures we do not jump to conclusions (considering our own and other people’s opinions), resilience is needed during adversity (standing up to a bully) and all sources of information should be considered to find out the truth (got in trouble for something a sibling did, and parents did not believe the truth).
4. Explain and model writing about a common or lived experience and how it connects with a theme from the text. This will include a title using a rhetorical question and causal connectives. For example:

The theme is that open mindedness ensures we do not jump to conclusions (considering other people’s opinions).

**Does having an open mind matter?**

In Azaria: A True History, the ranger was concerned about the safety of both humans and dingoes. **As a result,** he warned of the dangers of dingo numbers in tourist areas. **Consequently**, he kept an open mind about what may have happened to Azaria even after the initial evidence was presented. This reminds me of when my friends wanted to go camping. I did not enjoy camping in the past, but I had to have an open mind if I wanted to spend time and have fun with my friends.

1. Students write about a common or lived experience and how it connects with a theme from the text. This will include a title using a rhetorical question and causal connectives.

**Too hard?** Provide students with sentence stems from the teacher-modelled example to support student writing.

**Too easy?** Students elaborate using multiple examples from the text.

1. In small groups, students reflect on and discuss their understanding of theme using prompting questions. For example:

* What have you learned about theme from this lesson?
* How have your lived experiences helped you to connect with the themes in *Azaria: A True History*?
* How have your lived experiences helped you to gain a deeper understanding of the characters in *Azaria: A True History*?

1. Students share their understanding and group reflections with the class.

## Lesson 4 – analysing viewpoints and how they connect to theme

1. Explain that students will be taking part in a school [role-play](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/child-protection-and-respectful-relationships-education/teaching-and-learning-resources/teaching-strategies/role-play) activity. Discuss and record agreed-upon protocols for the role play. For example:

* respectful listening – look at the person who is speaking and respect opinions of all group members
* discuss expectations of each role before starting the activity
* use a timer to keep on track, within agreed-upon time limits for the activity.

1. In groups of 4 or 5, provide students a copy of [Resource 1 – situation and role-play cards](#_Resource_1_–_1). Explain that each group will have a different school-based situation and different roles (teacher, victim, accused, onlookers). Each card will state the situation and each student’s role, how the investigation takes place, and the outcome.
2. After students have presented the role plays, reflect on and discuss using prompting questions. For example:

* What was fair or unfair in the role-play situation?
* Has the truth been uncovered? Why or why not?
* How could the truth be called out better?

1. Display and re-read pages 22 and 23 of *Azaria: A True History*.
2. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) to analyse and discuss each character’s viewpoint using prompting questions. For example:

* Why has the author included this character’s viewpoint in the text?
* Why are the different viewpoints important?
* What is the purpose of incorporating these viewpoints?
* Are all viewpoints valued equally? How do you know?
* How do the characters’ viewpoints help to develop themes within the text?

1. Revisit the core themes from *Azaria: A True History* using the theme [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=e45de21f-898b-10d8-5d7e-ced3ff153925) from [Lesson 2](#_Lesson_2_–_1).
2. In small groups, students analyse any connecting or reoccurring ideas between the themes and record these on sticky notes. Collate sticky notes and display for students to see. For example, injustice, open mind, finding out the truth.
3. Students discuss and share their ideas and thinking from the sticky notes. As a class, co-construct one overarching theme for the text. For example, ‘multiple viewpoints can be used to gain a comprehensive understanding of the truth if valued equally’.
4. Analyse and discuss the purpose of the text and why the author integrated persuasive, informative and narrative structures and features to enhance the readers understanding of the text. For example, the purpose is to tell the readers about a historical event in Australian history. The structures and features are integrated to provide the author’s perspective, information about what happened and engage a young audience though storytelling and illustrations.
5. Display an enlarged copy of pages 28 and 29 of the text. In pairs, students use guiding questions to discuss the author’s use of narrative features such as illustrations to add meaning and enhance the reader’s understanding of the text. Record responses using gist statements. For example:

* What details in the illustrations add to your understanding of the text? (For example, the illustrations depict the various viewpoints of the characters inside and outside of the court room. They show the evidence of what allegedly took place in the Azaria case.)
* How do the illustrations portray and add to our understanding of the different characters? (The illustrations provide an insight into the characters through their facial expressions, body language and their place in the court room. For example, the mother is at the forefront this shows that she is the subject of everybody’s viewpoint. However the trackers are outside the courtroom in the background, this shows that their viewpoint is not equally valued.)
* How does the integration of narrative features such as illustrations enhance the text and affect the mood? (For example, the dark colours are used to depict the mother’s sad and traumatic emotions, also the prominent use of eyes in the courtroom symbolises judgement and the constant watching of her every move.)
* How does the use of illustrations support the integrated text structures and features? (For example, the narrative text includes informative and persuasive features such as, informative features – map, photo evidence; persuasive features – media, protesters. The illustrations of the dingo and Anangu trackers on the outside; narrative features – symbols, characters like a fairytale.)
* How do the illustrations and text work together to convey the overarching theme? (For example, this illustration includes all the different characters and their viewpoints however it shows that not all viewpoints have been considered and this can lead to bias or injustice.)

1. Students share and discuss recorded gist statements to check for accuracy.
2. Explain that students will, use gist statements from activity 10 to write a response about how the author used narrative features to enhance the reader’s understanding of the text.
3. Revise temporal, conditional and causal connectives from explicit teaching in Component A. Model writing a response about how the author has used narrative features to enhance the reader’s understanding of the text, using student gist statements from activity 10. Include temporal, conditional and causal connectives to improve cohesion. For example:

In *Azaria: A True History*, the illustrations help the reader to understand the story better by showing different viewpoints. For example, the mother is at the front of the courtroom and looks distressed, which shows she is the main focus and is being judged. The illustrations also add to the mood of the text. For example, the dark colours used in the courtroom illustrations create a sense of gloom and despair, while the enlarged eyes symbolise the intense judgement. **Meanwhile**, outside the courtroom, the trackers are in the background, which indicates that their viewpoints are not valued. **Additionally**, the map and photos are included in the text to persuade and inform the reader about the case. The text and illustrations in *Azaria: A True History*, show that not all viewpoints are considered equally, leading to potential bias and unfairness.

1. In pairs, students use gist statements from activity 10 to write a response about how the author has used narrative features to enhance the reader’s understanding of the text. Remind students to include temporal, conditional and causal connectives to improve cohesion.
2. Reflect on the lesson and ask, how is the overarching theme portrayed by the author or illustrator? Students record their reflections on an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543).

# Week 2

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to compare the reliability and validity of information and create texts that adopt a viewpoint beyond their own personal experience.

#### Success criteria

Students can:

* analyse and compare the features and authority of digital and print sources
* research and plan a persuasive text with authority and credibility
* compose an argument using authoritative features
* compose a statement of position and concluding paragraph.

## Lesson 5 – evaluating and comparing the authority of sources

1. Explain that in pairs students will play a game of 2 truths and a lie. The topic of the game is ‘recent school events’. The first student shares the 2 truths and a lie. The partner aims to determine the lie. For example, ‘I scored 2 goals in the school soccer game’, ‘I played goalie for the whole match’, ‘I took 3 corners.’ Students swap roles and repeat.
2. Ask students how they were able to identify the lie that their partner had told. Explain that when you have evidence or know that information comes from a trustworthy source it adds credibility and authority. For example, ‘I played goalie for the whole match’. This is highly unlikely as the goalie rarely scores goals or takes corners. Explain that the authority of a text is how trustworthy, authentic or valid an audience may find the representation of ideas, experiences, perspectives and arguments in a text (NESA 2024).
3. Re-read Azaria: A True History. Draw attention to the Clever Kids Teachers’ notes at the back of the text. Discuss the authority of the text by asking guiding questions. For example:

* What does this information state?
* Does this information use objective or subjective language? How do you know?
* How reliable is the information in the text? How do you know?
* How does authority develop the text?

1. Review nominalisation from teaching in Component A, as the process of changing verbs and adjectives into nouns. Nominalisation can make sentences more concise and can help explain abstract ideas (NESA 2024). Explain that nominalisation makes sentences more succinct and more authoritative. Students identify examples of nominalisation from the Clever Kids Teachers’ notes at the back of the text. For example, ‘This kind of rock **formation** can be called ...’; ‘There were many legal **investigations** into this tragedy’; ‘... all forensic science was undertaken by the **prosecution** ...’
2. Discuss how Maree Coote considers structure, content and features to provide an authoritative style in her writing. For example, Maree Coote uses subjective language, objective language and nominalisations.
3. Watch [Dingo Decision (3:56)](https://www.abc.net.au/btn/classroom/dingo-decision/10532368). While watching, students take notes about the key ideas and viewpoints expressed by others.
4. Explain that paraphrasing is the rewording of something that has been written or spoken (NESA 2024). Ask a student to share their key ideas from activity 6. Using think-alouds, model paraphrasing the shared key ideas.
5. In pairs, students paraphrase their notes from activity 6.
6. Display [Resource 2 – comparison table](#_Resource_2_–_1). Explain that students will be comparing the features and reliability of 2 sources: Azaria: A True History and [Dingo Decision (3:56)](https://www.abc.net.au/btn/classroom/dingo-decision/10532368). Revise that some of the historical facts provided in both sources occurred in the 40 years between the attack and the source publication date.
7. Model analysing some features of Azaria: A True History and record information in the relevant sections in the table. For example, text features include historical facts that are written into a narrative, the newspaper articles show fact and opinion; language features include the use of rhetorical questions.
8. Students start in groups of 4, then divide into pairs and select which source they will analyse. Each pair completes the relevant section on [Resource 2 – comparison table](#_Resource_2_–). One pair evaluates the features and authority of Azaria: A True History while the other pair evaluates the features and authority of [Dingo Decision (3:56)](https://www.abc.net.au/btn/classroom/dingo-decision/10532368).
9. Students regroup into 4, share and discuss their analysis and record additional information. Ensure that both pairs contribute.
10. Model writing a response to evaluate and compare the features and authority of each text. Include justifying reasons, nominalisation and intentional vocabulary to discuss the reliability and authority of each source. For example:

The sources Azaria: A True History and Dingo Decision both include historical facts. The facts in Azaria: A True History are written as a narrative that the author described as similar to a fairy tale. The newspaper articles in Azaria: A True History show facts and opinion using some subjective language, whereas Dingo Decision uses more objective language. The visual elements, although very different, convey a similarity in the messages.

1. Students write a response to evaluate and compare the features and authority of each text. Remind students to include justifications, nominalisations and intentional vocabulary to discuss the reliability and authority of each source.

**Too hard?** Students explain the features and authority of the source that they analysed.

1. Students reflect on their response and consider the following question. How could you add reliability and an authoritative style to your texts? For example, research information and facts, use Tier 3 vocabulary, use objective language.

## Lesson 6 – planning a credible and authoritative persuasive text

1. Display 4 instructions that include modality. For example, ‘I might want you to stand over there’; ‘You can stand over there’, ‘You should stand over there’; ‘You must stand over there’.
2. Students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) to discuss the subtle differences in the instructions and their meaning or effect. For example:

* I **might** want you to stand over there: the word ‘might’ implies a degree of uncertainty
* You **can** stand over there: the word ‘can’ implies a suggested a choice
* You **should** stand over there: the word ‘should’ gives a stronger recommendation
* You **must** stand over there: the word ‘must’ gives a stronger command.

1. Students demonstrate prior knowledge of modality by recording their understanding on individual white boards. Students share knowledge of modality and if needed revise understanding from explicit teaching in Component A. Discuss how modality can impact the meanings of words and contribute to a deeper understanding when reading.
2. Display the question: What is an argument? and [Resource 3 – wri](#_Resource_3_–)ting exemplar. In small groups, students complete a [See-Think-Wonder](https://schoolsnsw.sharepoint.com/:p:/s/DLS/EWcKYWXSlRpFj1Q9Bzdw-loBEmOAZrVTbbdHHXJsrv7P6Q?e=rR3FHn) inquiry about the displayed question and resource. Ask students to share their thinking.
3. Clarify that an argument is a stated position about an idea. The way in which various dimensions of a text (such as theme, perspective and style) can be understood to represent a particular position on an issue (NESA 2024).
4. Refer to and read the displayed [Resource 3 – writing exemplar](#_Resource_3_–) and explain that this has been written from the viewpoint of the scientists. Discuss [Resource 3 – writing exemplar](#_Resource_3_–), identifying text and language features such as modality. Refer to [Resource 4 – writing exemplar (teacher)](#_Resource_4_–). Ask prompting questions, for example:

* How is the text structured? (For example, the text uses separate paragraphs for each reason that supports the main argument.)
* What language features are present? Students explain using metalanguage. (For example, modality, objective and subjective language, rhetorical questions.)
* How does the modality contribute to a deeper understanding of the text?
* Where have simple, compound and complex sentences been used for clarity and effect? (For example, ‘If dingoes were indeed involved, wouldn't there be some clear signs of their presence?’ (complex sentence for clarity around the dingo’s involvement). If required, revise learning from Component A.)
* What examples of authority and credibility can be identified? (For example, research, authoritative style.)
* What could be included to strengthen the reasons within the arguments and persuade the reader? (For example, additional research and use of persuasive language.)
* What emotional response or thoughts did this exemplar evoke?

1. Explain that students will be writing an argument to persuade a reader to agree with their viewpoint. Consider the discussion in activity 6 and co-construct a success criteria for writing. For example:

I can use:

* modality to contribute to deeper understanding
* objective and subjective language
* rhetorical questions
* simple, compound and complex sentences for clarity and effect
* an authoritative style to write a credible text.

1. Revisit pages 22 and 23 of the text. Analyse and discuss how the character's viewpoints are portrayed using the information that has been provided at a particular point in time. Ask guiding questions. For example:

* Why did the author add different character viewpoints?
* Why is this important when writing the text?
* How do we see the author’s perspective coming through? For example, most of the viewpoints shown in the text were biased against the mother which impacted on the truth.

1. Draw attention to the ranger. Discuss whether the ranger’s viewpoint was considered reliable and credible and if it was as valued as equally as the others. For example, the ranger states ‘I warned of this’ which tells readers there was potential for a dingo attack. The ranger’s viewpoint was credible however it was not taken into consideration and was not equally valued.
2. As a class, select and discuss 2 key arguments for a persuasive text from the Ranger’s viewpoint. For example, dingoes are wild animals, dingoes should be avoided.
3. Explain that students will work in groups to research information and plan for writing using the 2 key arguments selected. Clarify that students will need to define their role and specific goals within the group. Revisit agreed-upon protocols for group work from [Lesson 4](#_Lesson_4_–). For example:

* respectful listening – look at the person who is speaking and respect opinions of all group members
* discuss expectations of each role before starting the activity
* use a timer to keep on track, within agreed-upon time limits for the activity.

1. Divide the class into 6 groups. Three groups will research and record information about the first argument while the other 3 groups will research and record information about the second argument. Provide time for students to research their allocated argument using sources such as [Dingo Heroes (2:48)](https://www.abc.net.au/btn/classroom/dingo-heroes/10521778) and [Dingoes](https://environment.desi.qld.gov.au/wildlife/animals/living-with/dingoes).
2. Groups that have researched the first argument join to make one larger group. Groups that have researched the second argument join to make one larger group. Students share all researched ideas with the larger group. Students discuss, categorise and record the key ideas for the allocated argument.
3. Display and share the recorded key argument points for students to refer to when planning their persuasive text.
4. Students select points from each argument and record on [Resource 5 – persuasive planning template](#_Resource_5_–_1). This will be used in [Lesson 7](#_Lesson_7_–_1) and [Lesson 8](#_Lesson_8_–_1) to write a persuasive text.

**Too hard?** Students work in a group with the teacher to select relevant key argument points.

1. Students reflect on the key argument and consider if and how the information is reliable and credible and how the authority could be strengthened. Students share their reflections with the class.

## Lesson 7 – composing argument paragraphs using authoritative features

1. Display a topic for students to discuss. For example, ‘Should dingo numbers be reduced?’ Ask students to agree or disagree with the statement. Students justify their response using modality. For example, ‘I **strongly** believe that dingo numbers **should not** bereduced because they have a critical role in Australia’s natural ecosystem.’
2. Revisit [Resource 3 – writing exemplar](#_Resource_3_–) from [Lesson 6.](#_Lesson_6_–) Re-read and analyse the first paragraph of the argument to revise text structure and features used. Refer to [Resource 4 – writing exemplar (teacher)](#_Resource_4_–). For example:

* Topic sentence: introduces the topic of the paragraph and shares the author’s opinion
* Supporting examples: justify and strengthen an expressed opinion
* Concluding statement: restates the author’s opinion.

1. Model using [Resource 5 – persuasive planning template](#_Resource_5_–) from [Lesson 6](#_Lesson_6_–) to write a paragraph of the persuasive text. Use think-alouds to add temporal and conditional connectives to improve cohesion; causal connectives to show cause and effect; simple, compound and complex sentences for clarity and effect. For example:

It is an undeniable (modality) fact that no prior cases of dingoes taking babies in this region have occurred. In the long history of human-dingo interactions, there has never been a verified case of a dingo taking a baby. No evidence has proven otherwise. (simple sentence). Therefore (connective to show cause and effect), this absence of prior cases supports the theory that a dingo was not responsible for Azaria's disappearance. Furthermore (connective for cohesion), experts in animal behaviour have noted that dingoes typically do not exhibit the behaviour of attacking humans, especially infants. Historical facts show that the dingoes clearly did not take the baby.

1. Revisit the success criteria from [Lesson 6](#_Lesson_6_–). Add connectives to improve cohesion; causal connectives to show cause and effect; simple, compound and complex sentences for clarity and effect.
2. Students write 2 persuasive paragraphs using their [Resource 5 – persuasive planning template](#_Resource_5_–_1) and success criteria from [Lesson 6](#_Lesson_6_–).

**Too hard?** Provide students with sentence stems to support argument paragraph writing.

1. In small groups, students present their paragraphs and provide feedback to each other based on the paragraph structure from activity 2 and the success criteria from [Lesson 6](#_Lesson_6_–).
2. Students revise their writing using the peer feedback provided from activity 6.
3. In pairs, students reflect on the success criteria, and how they strengthened their paragraphs using persuasive and authoritative features such as factual information, objective language and modality. Students share [Two stars and a wish](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) about their writing.

**Assessment task 1** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* explain how modality can have subtle impacts on the meanings of words and contribute to deeper understanding when reading
* identify cause and effect, using knowledge of causal connectives.

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

* vary sentence structures or lengths when using simple, compound and complex sentences, with a focus on achieving clarity and effect suited to text purpose.

## Lesson 8 – composing a statement of position and concluding paragraph

1. Display the following 4 rhetorical questions:

* ‘Do you believe her?’ (p 23)
* ‘How did it all go so wrong?’ (p 33)
* Wouldn't there be some clear signs of their presence?
* Is it not essential to rely on solid evidence rather than speculation?

1. In pairs, students analyse and compare the 4 rhetorical questions using guiding questions. For example:

* What are the similarities and differences?
* What is the purpose and effect of each question?
* What rhetorical questions are used for persuasive effect?

1. Students share ideas with the class.
2. As a class, brainstorm rhetorical questions that could be used in students’ persuasive texts. Students add ideas to their [Resource 5 – persuasive planning template](#_Resource_5_–) from [Lesson 6](#_Lesson_6_–).
3. Revisit [Resource 3 – writing exemplar](#_Resource_3_–) from [Lesson 6.](#_Lesson_6_–) Deconstruct and analyse the introduction (with a statement of position) and conclusion paragraphs. Identify and record what is included in each of the paragraphs. For example:

* Introduction: statement of position that includes the author’s thoughts or position about a topic; foreshadows arguments that will be expanded on in body paragraphs
* Conclusion: a concluding statement that restates the author’s opinion; a summary of the author’s arguments; rhetorical questions that are thought-provoking questions and persuasive.

1. Explain that students will use their planning template to write an introduction and conclusion to match their 2 paragraphs.

**Too hard?** Students use the teacher-modelled writing exemplar as a scaffold.

**Too easy?** Encourage students to include a variety of authoritative features.

1. Revisit agreed-upon protocols for group work from [Lesson 4](#_Lesson_4_–). For example:

* respectful listening – look at the person who is speaking and respect opinions of all group members
* discuss expectations of each role before starting the activity
* use a timer to keep on track, within agreed-upon time limits for the activity.

1. In small groups, students provide feedback and reflect on the introduction, conclusion and the effective use of rhetorical questions using reflection questions. For example:

* Does the introduction paragraph include a statement of position and foreshadow arguments?
* Does the conclusion include a concluding statement, a summary of the author’s arguments and a rhetorical question?
* Does the rhetorical question persuade me to agree with their viewpoint?
* Does the rhetorical question encourage me to act or respond in a certain way?

1. Students revise and edit their writing using the peer feedback provided in activity 8.
2. Students use the [3-2-1 strategy](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) to reflect on learning about persuasive writing. Students write:

* 3 things I learned
* 2 things I found interesting
* 1 question I still have or a criteria I would like to improve.

**Assessment task 2** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-OLC-01** – communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

* follow agreed-upon protocols and define individual roles as needed for in-person or online interactions, establishing specific goals, criteria or timeframes
* evaluate the effectiveness of rhetorical questions used for intentional effect
* use connectives to signal a change in perspective or to show causal relationships when speaking.

**EN3-VOCAB-01** – extends Tier 2 and Tier 3 vocabulary through interacting, wide reading and writing, morphological analysis and generating precise definitions for specific contexts

* use metalanguage when discussing language features encountered in texts.

# Week 3

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to integrate persuasive, informative and narrative features and structures to enhance the readers understanding of the overarching theme within a text.

#### Success criteria

Students can:

* analyse the features, themes and authority of historical event articles from [Australia's Defining Moments](https://digital-classroom.nma.gov.au/defining-moments)
* research an Australian historical event and plan a hybrid text
* integrate the overarching theme throughout the narrative section of a hybrid text
* write different viewpoints using word repetition and associations.

## Lesson 9 – article analysis for ‘Australia’s Defining Moments’

**Note:** Students will need technology for activity 10.

1. Select words from Azaria: A True History and play a word association game. Divide students into 2 teams. Provide each team with a word from the text. Each team takes turns to respond with a word that is associated with the word provided. Words may not be repeated. Continue until one team cannot respond with an associated word. Place restrictions on the response time, such as 5 seconds. For example, word provided – Uluru, associated words – desert, sacred, tourists, Anangu.
2. Revise the use of lexical cohesive devices to support understanding during reading as taught in Component A. Explain that word association is one way of achieving connection and cohesion within a text. Establish that word associations using synonyms avoids repetition. Revisit Azaria: A True History by skimming the text to identify synonyms that are used as cohesive devices. For example: synonyms – world, land, place (p 3); meal, supper, dinner (pp 6 to 7); accused, condemned (p 27).
3. Explain that word associations using repetition add emphasis to key words and builds connections across the text. Use the text to identify the author’s use of word repetition. For example: word repetition – ‘the ranger said:’, ‘the expert said:’ (p 22); knows now, know now, know now (pp 39–41).

**Note:** a hybrid text is a composite text resulting from combining elements from different genres, styles and modes (NESA 2024).

1. Display and analyse the integration of persuasive, informative and/or narrative structures on pages 2–3, 22–25, 40–44. Explain that these pages will support the development of a hybrid text. Students will create a historical hybrid text that will consist of 4 double pages. For example:

* pages 1 and 2: narrative beginning of hybrid text
* pages 3 and 4: viewpoints of the people and/or characters in the text
* pages 5 and 6: newspaper articles relating to the viewpoints of the people and/or characters and the issue
* pages 7 and 8: the ending and a call to action relating to the overarching theme.

1. Explain that the historical hybrid text needs to have an overarching theme relevant to the event selected. Clarify that students will have several historical events to select from and will have the opportunity to analyse each event before they make their choice.
2. Introduce the [Australia's Defining Moments Digital Classroom](https://digital-classroom.nma.gov.au/defining-moments) webpage. Explore historical event articles that students could select for their hybrid text. For example:

* [1935: Cane toads introduced to control pest beetles in sugar cane crops](https://digital-classroom.nma.gov.au/defining-moments/cane-toads-introduced)
* [1972: Equal pay for men and woman](https://digital-classroom.nma.gov.au/defining-moments/equal-pay-women)
* [1975: Great Barrier Reef Marine Park created](https://digital-classroom.nma.gov.au/defining-moments/great-barrier-reef-marine-park-created)
* [1982: Protests against the Franklin Dam in Tasmania lead to the formation of the Greens](https://digital-classroom.nma.gov.au/defining-moments/franklin-dam-protests)
* [2000: Cathy Freeman lights the Olympic flame and wins the 400m](https://digital-classroom.nma.gov.au/defining-moments/cathy-freeman-sydney-olympics).

**Note**: these are the suggested topics.

1. Display and read the article [1926 Moth introduced to eradicate prickly pear](https://digital-classroom.nma.gov.au/defining-moments/moth-introduced-eradicate-prickly-pear) from [Australia's Defining Moments](https://digital-classroom.nma.gov.au/defining-moments) by searching for the key words. Explain that this article will be analysed to find features of the text that students will need to consider when developing their historical hybrid text.
2. Co-construct the table on [Resource 6 – article analysis (teacher)](#_Resource_6_–) by selecting appropriate information, summarising and allocating it to a double-page section. Include word repetition and word associations where relevant. For example, the overarching theme – nature, like the prickly pear, can inspire scientific solutions to significant problems.
3. Allocate one article from [Australia's Defining Moments](https://digital-classroom.nma.gov.au/defining-moments) to small groups of students to analyse and a copy of [Resource 7 – article analysis](#_Resource_7_–). Students read the article then complete the relevant column of the table including word repetition and word associations where relevant.
4. Students select another article from activity 7 to analyse, until all columns on [Resource 7 – article analysis](#_Resource_7_–) are complete.

**Too hard?** Each group completes one article analysis to share with the class.

1. As a class, students display and paraphrase their analysis to discuss the overarching theme of each article.

**Note**: display each article analysis for students to gather information from in [Lesson 10](#_Lesson_10_–) and to refer to for the remainder of the unit.

1. Students reflect on the article analysis activity and record possible events and features they would like to consider for use in their historical hybrid text.

**Assessment task 3** – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-OLC-01** – communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

* analyse key ideas and perspectives expressed by others through paraphrasing and note-taking.

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* bring subject vocabulary, technical vocabulary, background knowledge and conceptual knowledge to new reading tasks
* analyse how the integration of persuasive, informative and/or narrative structures within a text can enhance effect.

## Lesson 10 – researching and planning a historical hybrid text

1. Provide 4 statements from the article [1926 Moth introduced to eradicate prickly pear](https://digital-classroom.nma.gov.au/defining-moments/moth-introduced-eradicate-prickly-pear)read in [Lesson 9](#_Lesson_9_–). In groups, students categorise the statements and justify their placement in each category such true or false, fact or opinion. For example:

* The prickly pear was an edible fruit that was devastating for farmland.
* The prickly pear was essential to living in the 1700s and 1800s.
* Female moths were the answer to the eradication of the prickly pear.
* The insects that live in the prickly pear were highly sought after as the colour of the dye produced was associated with power.

1. Groups share their thinking. Clarify that information can sometimes be categorised in more than one way. Confirm that there are no incorrect answers if students can justify their responses.
2. Direct students' attention to the displayed article analyses from [Lesson 9](#_Lesson_9_–). Explain that students will select one event for their historical hybrid text. Provide time for students to revisit their article analysis reflection, completed in [Lesson 9](#_Lesson_9_–), to support their event selection.
3. Revise how gist statements and key ideas can be used to summarise information during research. Explain that when taking effective notes, gist statements can be categorised under subheadings.
4. Display [1926 Moth introduced to eradicate prickly pear](https://digital-classroom.nma.gov.au/defining-moments/moth-introduced-eradicate-prickly-pear) from [Australia's Defining Moments](https://digital-classroom.nma.gov.au/defining-moments). Remind students of the overarching theme: nature, like the prickly pear, can inspire scientific solutions to significant problems. Model using the article to categorise relevant information arranged into a structured order such as general to specific. For example, What was the issue? What were the positives? What were the negatives? What was the outcome?
5. Students use the displayed article analyses to gather, categorise and record information for their historical hybrid text.
6. Explain that students will further research their selected event and plan their historical hybrid text. Remind students to consider the authority of the information by questioning the assertions made by authors. This may mean finding similar information in another source.
7. Revise the structure of each page (pp 2–8, 22–25, 40–44). Remind students that the historical hybrid text will consist of 4 double pages. For example:

* page 1 and 2: narrative beginning of hybrid text
* page 3 and 4: viewpoints of the people and/or characters in the text
* page 5 and 6: persuasive newspaper articles relating to the viewpoints of the people and/or characters and the issue
* page 7 and 8: call to action or conclusion relating to the overarching theme.

1. Display and discuss [Resource 8 – research template](#_Resource_8_–). Explain that during research, students need to determine which double-page section of the historical hybrid text the information will be placed. Clarify that some information may need to be included in more than one double-page section. For example, information relating to the theme, facts about the historical topic. Remind students to categorise the information using gist statements and key ideas.
2. Students research their selected event using [Resource 8 – research template](#_Resource_8_–).

**Too hard?** Break down the research task into smaller parts. Provide students with headings or questions about their topic to research.

1. As a class, students share their research or gist statements and discuss how they know their information has authority and is reliable. For example, the information is factual and uses objective language; quotes and historical artefacts are from the museum website.

**Assessment task 4** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* 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
* question the assertions made by authors when engaging with print and digital texts
* check the accuracy of own recorded gist 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.

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

* assess the reliability and authority of sources, including digital sources, when researching and acknowledging texts.

**EN3-UARL-02** – analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

* 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.

## Lesson 11 – writing the narrative section of the historical hybrid text

1. Provide the heading of one of the Australia’s Defining Moments research topics from [Lesson 9](#_Lesson_9_–) and [Lesson 10](#_Lesson_10_–). Students [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=720f901-3aca-4275-52af-edb1f4b8f543) possible characters and settings for the topic.
2. Revise the historical hybrid text double-page structure as discussed in [Lesson 9](#_Lesson_9_–). In small groups, ask students to consider the purpose for writing using guiding questions. For example:

* What is the purpose of the historical hybrid text?
* Who is the reader or audience? For example, a Stage 3 class
* What do we want the reader or audience to take away from the text?

1. As a class, share and discuss student ideas and come to a consensus for each question. The consensus will be used to direct the writing process.
2. Revise the use of correct noun–pronoun referencing and subject–verb agreement from Component A learning.
3. Revisit pages 2 to 8 of Azaria: The True History and identify examples of noun–pronoun referencing and subject–verb agreement. For example:

* noun–pronoun referencing: **‘Her** name was **Azaria**, and **she** smelled like warm ice cream.’ (p 8)
* subject–verb agreement: ‘their first day at the rock **was** filled with...’ (p 4); ‘and **were** just outside,’ (p 8).

1. Discuss that noun–pronoun referencing and subject–verb agreement is used in writing to enhance cohesion, clarity and readability for the audience. Ask students to read the examples from activity 5 using only one pronoun or another verb. For example, ‘**Azaria’s** name was **Azaria**, and **Azaria** smelled like warm ice cream; their first day at the rock **were** filled with...’. Discuss if these new examples enhance cohesion, clarity and readability for the audience.
2. Explain that students will be constructing pages 1 and 2: narrative beginning of their hybrid text. Students refer to pages 2 to 8 of the text and the completed student [Resource 8 – research template](#_Resource_8_–) from [Lesson 10](#_Lesson_10_–) and begin to consider ideas for their narrative section.
3. Revise conventions that should be included in narrative writing such as plot, conflict, characterisation, setting and dialogue.
4. Model writing the narrative section using [1926 Moth introduced to eradicate prickly pear](https://digital-classroom.nma.gov.au/defining-moments/moth-introduced-eradicate-prickly-pear) from [Australia's Defining Moments](https://digital-classroom.nma.gov.au/defining-moments). Remind students to integrate the overarching theme from [Lesson 9](#_Lesson_9_–) throughout the writing. For example:

Page 1: In 1788, on a continent surrounded by water, a seemingly harmless plant arrived on the First Fleet. This plant, the prickly pear, had juicy, edible fruit that people thought would be a great addition to their new home. Little did they know, this plant had a hidden secret: it could spread quickly and take over everything in its path.

At first, the prickly pear settled quietly into the warm soils of New South Wales and Queensland. But before long, it began to grow out of control. Fields that were once fertile and productive became overrun with prickly pear, making it nearly impossible for farmers to grow their crops. The plant’s spiny pads spread like wildfire, creating a thorny problem for farmers like Bob to grow his crops.

Page 2: People were desperate for a solution. They tried many methods to get rid of the prickly pear, but nothing seemed to work. Then, in 1926, a scientists came up with a clever idea. They introduced a special moth called the Cactoblastis cactorum. This moth had a unique ability: its larvae loved to eat prickly pear.

When the Cactoblastis moths were released into the fields, their larvae began to munch away at the prickly pear plants. Slowly but surely, the prickly pear started to disappear. However, even though the moths did a great job, the prickly pear was not completely gone.

1. Students write the narrative section of their historical hybrid text, using information in research template from [Lesson 10](#_Lesson_10_–). Remind students to integrate the overarching theme throughout the writing.

**Too hard?** Provide students with sentence stems to support writing.

1. In pairs, students swap writing and read the narrative section to identify the overarching theme. Students provide feedback about how the theme could be strengthened throughout the narrative.

## Lesson 12 – writing viewpoints for the historical hybrid text

1. Display pages 22 and 23 of Azaria: A True History and an image of the dingo. In groups, students discuss possible dingo viewpoints. For example, food is scarce where I live; there are lots of us around. Students share their ideas.
2. Review pages 22 and 23 of the text. Revise how word repetition is used as a cohesive device. Ask students why the author has used repetition on this page. For example, ‘the ranger said’, ‘the expert said’ is used for emphasis and to build connections across the double page.
3. Explain that students will be constructing the next section of their historical hybrid text, page 3 and 4: viewpoints of the people and/or characters in the text. Revise viewpoint as the position on information and events constructed through the narrator, voice or images of the text and by characters or voices presented within it (NESA 2024).
4. Students refer to pages 22 and 23 of the text and the completed student [Resource 8 – research template](#_Resource_8_–) from [Lesson 10.](#_Lesson_10_–) Students consider and record additional information in the viewpoints section and whose viewpoints they will include.
5. Refer to [1926 Moth introduced to eradicate prickly pear](https://digital-classroom.nma.gov.au/defining-moments/moth-introduced-eradicate-prickly-pear) from [Australia's Defining Moments](https://digital-classroom.nma.gov.au/defining-moments). Co-construct a list of people whose viewpoints could be included. For example, colonist, settler, farmer, Queensland Government, scientist or botanist, journalist.
6. Model writing the different viewpoints of the people using [1926 Moth introduced to eradicate prickly pear](https://digital-classroom.nma.gov.au/defining-moments/moth-introduced-eradicate-prickly-pear) from [Australia's Defining Moments](https://digital-classroom.nma.gov.au/defining-moments). Include topic-specific vocabulary, word repetition and associations for emphasis and to build connections. Integrate the overarching theme across the writing. For example:

The colonist said: The insects that live in prickly pears can be crushed and used as dyes.

The settler said: We use them for hedges in our gardens and can eat them during the drought.

The farmer said: The prickly pear is infesting our farmland. We had to abandon our land and find new land for farming.

The Queensland Government said: The prickly pear is becoming a major issue. We will give a reward of 10 000 pounds for whoever can ruin the prickly pear.

The scientist/botanist said: We brought moth eggs from Argentina to breed, and they will rid us of prickly pears.

The journalist said: The result of introducing the moths to destroy the prickly pear were better than what we expected.

1. Students refer to [Resource 8 – research template](#_Resource_8_–) to write a different viewpoint for each person in their article. Remind students to include topic-specific vocabulary, word repetition and associations for emphasis and to build connections and integrate the overarching theme across their writing.
2. Students cross check their viewpoints with the information in the article and research to ensure authoritative writing that includes word repetition and associations for emphasis. Students record which viewpoint is most credible and convincing and justify their response.

**Assessment task 5** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content points:

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

* 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
* use topic-specific Tier 2 and Tier 3 vocabulary intentionally to add credibility and enhance authority.

# Week 4

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to present arguments from different viewpoints for persuasive effect.

#### Success criteria

Students can:

* plan and write a persuasive newspaper article using appropriate text and language features
* reflect on the persuasive and authoritative features of their newspaper article
* compose an ending and call to action for a historical hybrid text
* analyse the purpose of text illustrations.

## Lesson 13 – planning and writing a persuasive newspaper article

1. Display and read [Resource 9 – Is the Prickly Pear a fascinating plant?](#_Resource_9_–) and [Resource 10 – Isn’t it remarkable how a moth could save farmland from a prickly problem?](#_Resource_10_–)
2. As a class, discuss the similarities and differences between the 2 newspaper articles. Students paraphrase and analyse key ideas expressed by others and state if they agree or disagree by evaluating shared information. For example:

* Similarities: engaging title, similar format, use of modality words, inclusion of persuasive features, same topic
* Differences: different viewpoints, different information to support arguments.

1. In pairs, students analyse the text and record the purpose, text features and language features on a copy of [Resource 11 – newspaper analysis](#_Resource_11_–). Students share ideas with the class.
2. Revise and discuss language features and purpose using metalanguage, identified in the exemplars. For example:

* hyphenation: revise the use of simple hyphenations used at the end of a line (when a word cannot fit on one line), to break a word between syllables or morphemes (NESA 2024) from explicit teaching in Component A.
* cohesive devices such as synonyms
* modality
* nominalisation.

1. Revisit pages 24 and 25 of Azaria: The True History. Explain that students will innovate from the text and write 2 persuasive newspaper articles for their historical hybrid text from a viewpoint of 2 different people or characters.
2. Discuss the purpose of the newspaper articles and the audience decided in [Lesson 11](#_Lesson_11_–). For example, the articles will be written for students in Stage 3 and show 2 opposing viewpoints on their chosen topic from [Lesson 10](#_Lesson_10_–).
3. Remind students to consider how the overarching theme from their article analysis in [Lesson 9](#_Lesson_9_–) will be included in their persuasive newspaper articles.
4. Co-construct a newspaper article writing success criteria using the exemplars from activity 1 and information identified during the newspaper analysis from activity 3. For example:

* engaging title
* a clear viewpoint and supporting arguments with supporting information
* persuasive and authoritative features – modality, objective language, arguments, factual information, nominalisation, Tier 3 vocabulary
* hyphenation
* lexical cohesive devices such as synonyms
* integrate the overarching theme.

1. Model planning the newspaper articles from the different viewpoints of the people or characters of the historical hybrid text, using information [Resource 8 – research template](#_Resource_8_–) from [Lesson 10](#_Lesson_10_–).
2. Students plan and draft one newspaper article, using information in their research template from [Lesson 10](#_Lesson_10_–).

**Too hard?** Provide students with sentence stems to support the newspaper article writing.

1. In small groups, students present their newspaper article. Students provide peer feedback based on the success criteria from activity 8. Ensure that students with different research topics are in each group.
2. Students revise and edit their draft using the peer feedback provided from activity 11.
3. In pairs, students reflect on their learning, and how they strengthened their newspaper article using persuasive and authoritative features such as factual information, objective language, nominalisation and modality. Students share their reflections about their writing with the class.

**Assessment task 6** – observations from this lesson allow students to demonstrate achievement towards the following syllabus outcome and content point:

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* identify lexical cohesive devices used by the author that support understanding when reading.

## Lesson 14 – reflecting on persuasive newspaper article writing

1. Revisit [Resource 9 – Is the Prickly Pear a fascinating plant?](#_Resource_9_–) and [Resource 10 – Isn’t it remarkable how a moth could save farmland from a prickly problem?](#_Resource_10_–)
2. Revise student understanding of subjective and objective language and bias from [Lesson 5](#_Lesson_5_–).
3. In pairs, students compare and evaluate subjective and objective language used in [Resource 9 – Is the Prickly Pear a fascinating plant?](#_Resource_9_–) and [Resource 10 – Isn’t it remarkable how a moth could save farmland from a prickly problem?](#_Resource_10_–) and identify bias. For example:

* Subjective language: ‘The Australian farmers agree that the prickly pear plant caused **significant challenges...’** (the language in this sentence is opinion based)
* Objective language: ‘In response, the New South Wales Government enacted the Prickly-Pear Destruction Act in 1884...’ (the language in this sentence is fact based)
* Bias: in the above examples, the sentence with subjective language shows bias against the introduction of the prickly pear.

1. Revisit the persuasive newspaper writing criteria and student reflections from [Lesson 13](#_Lesson_13_–). Discuss how students can improve the writing of the second newspaper article.
2. Students plan and draft their second persuasive newspaper article, using information in their research template from [Lesson 10.](#_Lesson_10_–) Remind students they will write from the second person or character’s viewpoint.

**Too hard?** Provide students with sentence stems to support the newspaper article writing.

1. In small groups, students present their second persuasive newspaper article and provide peer feedback based on the success criteria from [Lesson 13](#_Lesson_13_–). Ensure that students with different research topics are in each group.
2. Students revise their writing using the peer feedback provided from activity 6.
3. In pairs, students reflect on and discuss how the overarching theme from their article analysis in [Lesson 9](#_Lesson_14_–) is evident in their persuasive newspaper articles. Students record reflections on an [exit ticket](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543). These exit tickets are an opportunity to check for understanding.

**Assessment task 7** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

**EN3-RECOM-01** – fluently reads and comprehends texts for wide purposes, analysing text structures and language, and by monitoring comprehension

* compare and evaluate subjective and objective language to identify bias.

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

* 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 modality to qualify or strengthen arguments
* create nominalisations to convey abstract ideas and concepts succinctly and authoritatively
* understand and use simple hyphenation generalisations.

**EN3-UARL-02** – analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

* understand the authority given to objectivity versus subjectivity in arguments.

## Lesson 15 – composing an ending and call to action for historical hybrid texts

1. Display the statement: ‘The story of the prickly pear teaches us a cautionary tale, from Australian history, about the power of nature. Even though the challenges might seem impossible, the solutions are just waiting to be discovered.’
2. Using guiding questions, students [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) what they think the statement means. For example:

* What does this statement mean?
* How does it connect to personal, social or moral themes?
* How does it relate to your own historical hybrid text?

1. Revisit pages 40 to 44 of Azaria: The True History. Revise and discuss the overall theme of the text.
2. Explain that some texts will have a call to action that relate to the overarching theme of the text. A call to action asks the reader to perform a specific action and is a prompt for a response or change in behaviour.
3. Display the ending and call to action on pages 43 and 44. In small groups, students discuss the meaning of the last 2 pages of the text. For example, the call to action is asking the reader to look beyond the surface and know that the truth can be lost but is always out there.
4. List the 5 different overarching themes for the research topics devised in [Lesson 9](#_Lesson_9_–), on large chart paper. Allocate one of the listed themes and chart paper to small groups of students. Students brainstorm and record ideas for an ending and call to action in relation to the theme. Explain that each group will swap chart paper to record additional ideas, until all themes are completed.
5. Students draft the ending and call to action for their historical hybrid texts, using student ideas and information from activity 6 and research template from [Lesson 9](#_Lesson_9_–).
6. In pairs, students use guiding questions to discuss their ending and call to action. For example:

* Does the ending and call to action connect to a personal, social or moral theme? Explain.
* How does the ending and call to action relate to your historical hybrid text?
* What personal connections have you made to the theme from your historical hybrid text?
* What are you trying to persuade the reader to do or think?

1. As class, students reflect on the lesson and answer the question, why is a call to action important?

**Assessment task 8** – observations and work samples from this lesson allow students to demonstrate achievement towards the following syllabus outcomes and content points:

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

* experiment with the development of thematic elements
* choose text formats with appropriate text structures, features and language to persuade a target audience
* create written texts that include multiple paragraphs with clear, coherent transition of ideas.

**EN3-UARL-02** – analyses representations of ideas in literature through genre and theme that reflect perspective and context, argument and authority, and adapts these representations when creating texts

* 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
* recognise how an argument is influenced by perspective and create texts that adopt a perspective beyond personal experience.

## Lesson 16 – analysing the purpose of text illustrations

1. Revisit Azaria: The True History to analyse the illustrations. In small groups, students use guiding questions to make connections to prior learning. Each group records ideas. For example:

* What is the purpose of the illustrations?
* How do the illustrations add to the meaning of the text?
* What patterns or symbols do you notice in the text?
* What is the meaning or purpose of the patterns or symbols?
* How do the illustrations connect to prior learning about core themes of the text?

1. Students share their group’s ideas with the class.
2. Organise students into pairs and assign each pair a different double page from the text to analyse. Students write a response to explain the illustrations using guiding questions from activity 1. For example:

The purpose of the illustrations on pages 34 and 35 is to represent the fairytale aspect of the text. You can see the characters such as the mother (protagonist), wolf, cruel king and the angry townsfolk. The symbol of the eyes shows that the mother is being watched or judged, this symbol is included throughout the text. Colours are used to intensify and evoke the reader’s emotional response. For example, the dark colours show a great injustice is occurring and the bright red broken heart draws attention to how the mother is feeling.

1. Students use guiding questions to reflect on their historical hybrid text. Students record their responses using words or illustrations. For example:

* How could illustrations be used to enhance your historical hybrid text?
* What symbol could be included to reflect your overarching theme?

1. In small groups, students reflect on learning from the lesson and answer the question: Why are illustrations important in a text? The teacher distributes their time between each group to check for student understanding.

# Week 5

## Component A teaching and learning

Component A focuses on the development of foundational skills and knowledge through regular, systematic and repeated practice. The mentor and supporting texts used in Component B of this unit can support the effective implementation of Component A teaching and learning.

### Planning framework

To plan and document Component A teaching and learning, a [planning scaffold (DOCX 228 KB)](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/english/english-y3-y6-component-a-planning-scaffold.docx) is provided. To support you in your planning, a link to a detailed example of a one-week teaching and learning cycle is included in the scaffold. Additional resources to support teaching and learning in each focus area can be found at [Lesson advice guides](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/teaching-and-learning-resources/literacy/lesson-advice-guides).

## Component B teaching and learning

The following teaching and learning sequence has been designed to address Component B outcomes and content and develops conceptual understandings of English through the study of quality texts. Adapt the sequence as required to best meet the needs of your students.

### Learning intentions and success criteria

Learning intentions and success criteria are best co-constructed with students.

#### Learning intention

Students are learning to publish and present a historical hybrid text to an intended audience.

#### Success criteria

Students can:

* identify the purpose and layout of the published historical hybrid text
* publish their historical hybrid text
* share their historical hybrid text with an intended audience
* reflect on the textual concepts of theme and argument and authority.

## Lesson 17 – layout considerations and publishing

1. Display the double pages 4 and 5 as well as pages 34 and 35. Ask students to consider how the text and illustrations contribute to the meaning of the text. Discuss the visual appeal and explore elements such as colour, shade, line, facial expressions. For example, on pages 4 and5 the illustrator has portrayed a positive mood using bright colours and cheerful facial expressions.
2. Students share their ideas with the class and explain how all elements of a text are important and work together to achieve the text purpose. Students paraphrase and analyse key ideas expressed by others and state if they agree or disagree by evaluating shared information.
3. Revisit Azaria: A True History pages 2–8, 22–25, 40–44 to review how the text is presented. Discuss how these pages connect with the historical hybrid text that students have completed. For example:

* pages 1 and 2: narrative beginning of hybrid text – in the text these are typical narrative pages with writing and illustrations
* pages 3 and 4: viewpoints of the people and/or characters in the text – in the text these pages have been broken into 6 sections which include text and a related image in the frame of a television
* pages 5 and 6: persuasive newspaper articles relating to the viewpoints of the people and/or characters and the issue – the text is in a newspaper format with headings, text, images, cartoons, advertisements
* pages 7 and 8: the ending and a call to action relating to the overarching theme – the end of the text is set out similar to the narrative pages with the writing and an illustration and includes a call to action. Consider the colours used in the illustrations to convey the overarching theme.

1. Revise the purpose of the historical hybrid text. Revisit who the reader or audience is and if the theme has been conveyed appropriately in the historical hybrid text from [Lesson 11](#_Lesson_11_–).
2. Students lay out all 4 draft sections of their historical hybrid text to determine if the overarching theme is evident throughout all pages. Provide opportunity for students to make adjustments to their draft, if required.
3. Explore possible ways to publish the historical hybrid text. For example, paper copy bound together to create a book or a digital version.
4. Students begin publishing their historical hybrid texts.
5. Students use guiding questions to reflect on the purpose of the historical hybrid text and the reader or audience. For example:

* How did laying out your draft sections help you identify the overarching theme?
* What changes did you make to your draft to ensure the theme was clear?
* How did ‘considering the audience’ impact your writing and design choices?

## Lesson 18 – publishing historical hybrid texts

1. In small groups, students share the progress of their published historical hybrid text. Students discuss why the selected publishing style was chosen.
2. Revisit Azaria: A True History pages 2–8, 22–25, 40–44 and review how the text is presented from [Lesson 17](#_Lesson_17_–).
3. Revise the purpose of the historical hybrid text. Revisit who the reader or audience is and if the theme has been conveyed appropriately in the historical hybrid text from [Lesson 11](#_Lesson_11_–).
4. Students continue to publish their historical hybrid text.

## Lesson 19 – sharing historical hybrid texts

1. Students read their published historical hybrid text and make any required adjustments.
2. In pairs, students share their published historical hybrid text. Each student provides peer feedback using [Plus, Minus, Interesting](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551).
3. Provide opportunity for students to revise and edit the historical hybrid text based on peer feedback.
4. Students share their historical hybrid texts with the agreed-upon audience, such as a Stage 3 class.

## Lesson 20 – reflecting on textual concepts

1. Display a statement on the board about the importance of feedback and reflection. For example, ‘Feedback and reflection are tools for success’. Ask students to discuss what they think the statement means and if they agree or disagree by providing reasons to support their response.
2. Revisit agreed-upon protocols for group work from [Lesson 4](#_Lesson_4_–). For example:

* respectful listening – look at the person who is speaking and respect opinions of all group members
* discuss expectations before starting the activity
* use a timer to keep on track, within agreed-upon time limits for the activity.

1. In groups, students use guiding questions to reflect on their historical hybrid text. For example:

* What features did you use to create authority and credibility?
* What features would you change to make your historical text more engaging and persuasive?

1. Students reflect on what they have learned throughout the unit and write a response to the following prompts:

* Describe a theme from Azaria: A True History that you connected with and explain why it resonated with you.
* Describe a theme from the text that you learned something from.
* Explain how you have used different themes from the text in your writing throughout the unit.

1. Students share their reflections and discuss similarities and differences in what they learned throughout the unit.

# Resource 1 – situation and role-play cards

|  |  |  |
| --- | --- | --- |
| ****Role play 1**** | ****Role play 2**** | ****Role play 3**** |
| **Situation**: money stolen from a student's bag | **Situation**: money stolen from a student's bag | **Situation**: money stolen from a student's bag |
| **Roles**: teacher, victim, accused, onlookers | **Roles**: teacher, victim, accused, onlookers | **Roles**: teacher, victim, accused, onlookers |
| **Investigation**: teacher only interviews accused   * accused denies stealing the money. | **Investigation**: teacher only interviews victim   * the victim reported seeing the accused near their bag. | **Investigation**: teacher interviews victim, accused and onlookers   * the victim reported seeing the accused near their bag, accused denies stealing the money * onlookers report seeing another student take the money from the victim’s bag. |
| **Outcome**: the teacher gives a consequence to the accused anyway. | **Outcome**: there is not enough evidence for the teacher to provide a consequence to the accused. | **Outcome**: the truth is uncovered, the accused is innocent and the student who stole the money is given a consequence. |

# Resource 2 – comparison table

|  |  |  |  |
| --- | --- | --- | --- |
| **Text** | **Text features**  **What text features and structures are included and how do they enhance authority?** | **Visual elements**  **What visual elements are included and how do they enhance authority?** | **Language features**  **What language features including vocabulary are included and how do they enhance authority?** |
| ***Azaria: A True History*** |  |  |  |
| ***Dingo Decision*** |  |  |  |

# Resource 3 – writing exemplar

In addressing the tragic case of Azaria, it is essential to state clearly that there is no concrete evidence to prove that dingoes were responsible for her disappearance. This position is supported by thorough investigations, the absence of evidence and the fact that no prior cases of dingoes taking babies in this region have occurred. Given these facts, it becomes evident that there was no dingo involvement.

There is absolutely no concrete evidence to link dingoes to Azaria's disappearance. There are no conclusive footprints, fur samples, or other forensic data to indicate that dingoes were present at the scene. If dingoes were indeed involved, wouldn't there be some clear signs of their presence? For instance, tracks or tufts of fur would be found if a wild animal was involved in such an incident. Additionally, experts have not found any proof that a dingo attacked Azaria. This significant lack of evidence base definitely shows that dingoes were not involved.

It is an undeniable fact that no prior cases of dingoes taking babies in this region have occurred. In the long history of human-dingo interactions, there has never been a verified case of a dingo taking a baby. No evidence has proven otherwise. Therefore, this absence of prior cases supports the theory that a dingo was not responsible for Azaria's disappearance. Furthermore, experts in animal behaviour have noted that dingoes typically do not exhibit the behaviour of attacking humans, especially infants. Historical facts show that the dingoes clearly did not take the baby.

In conclusion, the evidence does not support the involvement of dingoes in Azaria's disappearance. There is no concrete evidence, proof or historical facts and these points clearly support the statement that dingoes were not involved. Is it not essential to rely on solid evidence rather than speculation?

# Resource 4 – writing exemplar (teacher)

In addressing the tragic case of Azaria, it is essential to state clearly that there is no concrete evidence to prove that dingoes were responsible for her disappearance. This position is supported by thorough investigations, the absence of evidence and the fact that no prior cases of dingoes taking babies in this region have occurred. Given these facts, it becomes evident that there was no dingo involvement.

There is absolutely no (modality) concrete evidence to link dingoes to Azaria's disappearance. There are no conclusive footprints, fur samples, or other forensic data to indicate that dingoes were present at the scene (objective language). If dingoes were indeed involved, wouldn't there be some clear signs of their presence? (complex sentence) For instance, tracks or tufts of fur would be found if a wild animal was involved in such an incident. Additionally, experts have not found any proof that a dingo attacked Azaria. This significant lack of evidence base definitely shows that dingoes were not involved (subjective language).

It is an undeniable (modality) fact that no prior cases of dingoes taking babies in this region have occurred. In the long history of human-dingo interactions, there has never been a verified case of a dingo taking a baby. No evidence has proven otherwise (simple sentence). Therefore (connective), this absence of prior cases supports the theory that a dingo was not responsible for Azaria's disappearance (complex sentence for clarity). Furthermore (connective), experts in animal behaviour have noted that dingoes typically do not exhibit the behaviour of attacking humans, especially infants. Historical facts show that the dingoes clearly did not take the baby.

In conclusion, the evidence does not support the involvement of dingoes in Azaria's disappearance. There is no concrete evidence, proof or historical facts and these points clearly support the statement that dingoes were not involved. Is it not essential to rely on solid evidence rather than speculation (rhetorical question)?

# Resource 5 – persuasive planning template

|  |  |
| --- | --- |
| **Statement of position** |  |
| **Argument 1** |  |
| **Argument 2** |  |
| **Conclusion** |  |

# Resource 6 – article analysis (teacher)

|  |  |
| --- | --- |
| Element | 1926 Moth introduced to eradicate prickly pear |
| **Social, personal and moral messages** |  |
| **Vocabulary choices** |  |
| **Reliability and authority** |  |
| **Integration of persuasive, informative and narrative structures** |  |
| **Overarching theme** |  |

# Resource 7 – article analysis

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Element | 1935 Cane toads introduced | 1972 Equal pay for woman | 1975 Great Barrier Reef | 1982 Franklin Dam protests | 2000 Cathy Freeman |
| Social, personal and moral messages |  |  |  |  |  |
| Vocabulary choices |  |  |  |  |  |
| Reliability and authority |  |  |  |  |  |
| Integration of persuasive, informative and narrative structures |  |  |  |  |  |
| Overarching theme |  |  |  |  |  |

# Resource 8 – research template

|  |  |
| --- | --- |
| **Historical event** |  |
| **Overarching theme** |  |
| **Pages 1 and 2: narrative beginning** |  |
| **Pages 3 and 4: viewpoints of the people and/or characters in the text** |  |
| **Pages 5 and 6: newspaper articles relating to the viewpoints of the people and/or characters and the issue** |  |
| **Pages 7 and 8: the ending and a call to action relating to the overarching theme** |  |

# Resource 9 – Is the prickly pear a fascinating plant?

A newspaper article titled: Is the prickly pear a fascinating plant? 
There are images of the prickly pear and the First Fleet. The information states:
The introduction of the prickly pear to Australia by the First Fleet in 1788 brought numerous benefits to the early settlers. The colonists and settlers said that this versatile plant provided valuable resources and played a significant role in the development of the colonies. Despite its later reputation as a pest, the prickly pear’s many uses demonstrate its importance in Australian history. 
The prickly pear was essential for producing bright dyes, which were highly sought-after by the settlers. The colonists demonstrated to the settlers how the insects living on the prickly pear could be crushed to make vibrant dyes, which were used to colour clothes and other items. The colonists and settlers said that the popularity of these dyes not only added a splash of colour to their lives but also highlighted the plant’s economic value. 
The prickly pear spread rapidly across Queensland and New South Wales, proving to be an incredibly useful plant for the settlers. They used it as natural fencing to keep animals in or out, a crucial need for managing livestock and protecting crops. This highly practical application of the prickly pear shows how it contributed to the agricultural practices of the time. 
Additionally, during times of drought, the prickly pear became a vital food source. When other food was scarce, settlers turned to the prickly pear for sustenance. “The drought had hit, our food supply was limited. The prickly pear was our main source of food.” said one of the settlers. Its ability to thrive in harsh conditions provided a reliable source of nourishment, showcasing its resilience and importance in supporting the early colonies. 
The prickly pear, introduced to Australia by the First Fleet, proved to be an invaluable resource for the early settlers. From producing popular dyes to serving as natural fencing and providing food during droughts, the prickly pear played a critical role in the development and survival of the colonies. Despite its later challenges, the prickly pear’s positive contributions should be remembered and appreciated as a significant part of Australian history. 

# Resource 10 – Isn’t it remarkable how a moth could save farmland from a prickly problem?

A newspaper article titled: Isn’t it remarkable how a moth could save farmland from a prickly problem?  
There is an image of the brown moth and an image of the caterpillar from the moth eating away at the prickly pear.
The information states:
The Australian farmers agree that the prickly pear caused significant challenges. However, the introduction of a special moth proved to be a highly effective, game-changing solution that saved their land. This story clearly illustrates the power of science and teamwork in overcoming major issues. 
The rapid spread of the prickly pear across Australia led to severe farmland infestation and many farmers said that they had to abandon their fields. In response, the New South Wales Government enacted the Prickly-Pear Destruction Act in 1886, which made landowners responsible for the eradication of the prickly pear on their properties. Despite this legislation, the problem persisted. 
The Queensland Government’s offering of a £10,000 reward in 1907 (over two million Australian dollars today) highlighted the urgency of the situation. This substantial incentive accelerated the search for a solution. 
In 1920, the establishment of the Commonwealth Prickly-Pear Board (CPPB) aimed to tackle the issue. Scientists were sent to America, where they discovered the Cactoblastis cactorum moth from Argentina, known for its ability to consume the prickly pear. They were told by the Americans that this would solve their problems. The successful introduction and release of these moths in Australia resulted in significant clearing of prickly pear from the land. 
The successful introduction of the Cactoblastis cactorum moth exemplifies how scientific innovation and cooperative efforts can address serious environmental challenges. Wouldn’t you agree that this story shows the importance of using scientific solutions to solve critical problems and preserve valuable farmland?

# Resource 11 – newspaper analysis

|  |  |  |
| --- | --- | --- |
| Element | Is the prickly pear a fascinating plant? | Isn’t it remarkable how a moth could save farmland from a prickly problem? |
| Text purpose |  |  |
| Text features |  |  |
| Language features |  |  |

# References

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