 Year 12 EAL/D English 2018

English as an additional language or dialect (EAL/D)

Unit title

Module C: Close Study of Text

Duration

30-40 hours – Plus 10 hours ‘Focus on Writing concurrent module’

Texts

Included are approaches to ‘Fahrenheit 451’ by Ray Bradbury, selected poetry by Emma Jones and ‘The Truman Show’ directed by Peter Weir. For Module C you are only required to study one text chosen from the list of prescribed texts. This unit is to demonstrate various approaches to teaching Module C close study of text.

Unit rationale

In this module, students consider how the prescribed text has been composed and assembled. They must develop an informed understanding, knowledge and appreciation of the text and explore information, ideas, attitudes and values that are communicated in and through the text. Students engage in an extensive exploration and interpretation of the ways the composer portrays people, ideas and events in the text. Students must study the concurrent focus on writing module and in module C, specifically produce personal, critical and creative responses to the text. They should base their judgements on a detailed knowledge of the texts and its language features. Explicit, targeted English language study centres on the conventions of form, structure and style particular to the category of text and how these conventions have been manipulated by the composer to achieve particular effects.

Focus questions

* How can students gain an informed understanding, knowledge and appreciation of a substantial text?
* What information, ideas, attitudes and values are communicated in and through the text?
* What are the ways the content, form and language of the text have been composed and assembled?
* Explore and interpret the ways the composer portrays people, ideas and events in the text and how does that affect those responding to the text?
* How have the conventions of form, structure and style particular to the category of text been manipulated by the composer to achieve particular effects?

Outcomes

EAL 12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts

EAL 12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL 12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning

EAL 12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL 12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts

EAL 12-6 investigates and evaluates the relationships between texts

EAL 12-7 integrates understanding of the diverse ways texts can represent personal and public worlds

EAL 12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning

EAL 12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Assessment outline

| Assessment for learning (during unit) | Assessment as learning (during unit) | Assessment of learning (end of unit) |
| --- | --- | --- |
| Formative assessment, used throughout unit of work to inform future teaching   * Short answer questions * Close analysis of the text | Student guided assessment where learners reflect on their own learning   * Focus on writing group activities * Class debate on a key idea | Summative assessment to assess student learning   * Formal examination paper, extended response * Submit Focus on Writing portfolio |

| Outcomes and content | Teaching and learning | Embedded literacy strategies | Resources and supplementary texts |
| --- | --- | --- | --- |
| Note:  By no means is this unit conclusive on any one text but rather provides a range of approaches and interpretations to the new syllabus | Overview of ways to structure a program  How to approach the close study of your prescribed text based on the syllabus  Explore:   * information (what is the message?) * ideas (themes) * attitudes (perspectives and opinions) * values (what is important?) * form, structure and style   How have these conventions been manipulated by the composer to achieve particular effects?  The ways the composer portrays:   * people (character analysis/ persona) * ideas (themes) * events (setting, plot) in the text * language features |  | Focus on Writing   * personal * critical * creative |
| EAL 12-7 integrates understanding of the diverse ways texts can represent personal and public worlds  EAL 12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning | Prescribed text – ‘Fahrenheit 451’ by Ray Bradbury  Who is the composer: the context of Ray Bradbury  In module C: close study of text, it is important to gain an understanding of the ways the composer portrays people, ideas and events in the text.   * To introduce the composer and gain a deeper understanding of how they communicate ideas, students complete the Fahrenheit 451 Ray Bradbury Listening Grid.doc   [Discussion with Ray Bradbury - YouTube](https://www.youtube.com/watch?v=FL_y6gtxLvQ)   * It might be helpful for students to watch the video multiple times to understand what Bradbury is discussing. You may want to pause the video and model some answers on the board. Sample answers have been provided in the resource. * Students will gain a deeper understanding of the following: * Events leading to Ray Bradbury writing Fahrenheit 451 * Inspiration of Ray Bradbury writing Fahrenheit 451 * Original publication of *Fahrenheit 451* * Describe Bradbury’s early childhood and how this impacted the writing of the novel * What did Bradbury wonder about the future of firemen? * How did Bradbury come up with a title for his novel? * “Anything that touches libraries touches me.” Bradbury describes himself as a self-educated man who was vitally concerned and upset at what was going on in the world. What historical references does Bradbury make in explaining this? * What is Fahrenheit 451 firmly based in? * What was happening in the 1950s that inspired the novel?   Pre-reading questions:   * What do you think the novel will be about? * What is the most interesting fact you have learned about Bradbury?   Key themes in the text   * Knowledge: understanding of self and the world * Isolation: feeling alienated in society and relationships * Censorship: authority suppressing texts deemed a threat | Before-reading activities: predicting, personal narratives, previewing the text  Joint construction  Modelling sample responses | Fahrenheit 451 Ray Bradbury Listening Grid.doc  Focus on Writing – personal reflection  What are your personal reading habits? Students write a personal reflection about their tradition of reading. They may use one or more of the following questions to guide their reflection. They may also consider how it would impact their personal growth if they did not have access to any books.   * Was reading encouraged during their childhood? * What stories were the most thought-provoking in the process of growing up? * Are there any traditional stories from their particular culture that are passed down? * What stories do they know about previous generations?   Another activity is students taking an inventory of their reading for a week. Take note of everything they read (online and print) and then look at the different trends. |
| EAL 12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts | Part one: the Hearth and the Salamander  Graphic novel: ‘it was a pleasure to burn’  Begin the study of the novel by reading the first few pages as a class. Focus on the opening line ‘it was a pleasure to burn’.   * Why was it a pleasure to burn? * What is being burned? * Who is the persona? * What do we learn about the main character in the opening pages? * What is the message Bradbury wants to convey to us in the opening pages? * Extension question: is the main character a protagonist or antagonist? Why?   Using the Fahrenheit 451 Graphic Novel.doc as a starting point, students find one image that they think represents the first section of Fahrenheit 451.  Group activity:  After students have chosen an image, they must present to the class in pairs and explain what their image represents about the setting or character.  Link to a theme: how does Montag gain knowledge in part one? | Building the field  Reader questions   * See: what do you see in the image? * Think: what does the image make you think about or draw connections to? * Wonder: what do you want to find out more about?   Predicting from a visual | ModCHyperlinks.doc Hyperlink 1  Graphic novel ‘it was a pleasure to burn’  ModCHyperlinks.doc Hyperlink 2  Graphic image importance to sci-fi  Focus on Writing and creative  Writing from a stimulus  Use one image as the basis for a piece of creative writing. You may give students a sentence starter or a quotation to get them going, for example:  ‘Every book, every volume you see here, has a soul. The soul of the person who wrote it and of those who read it and lived and dreamed with it. Every time a book changes hands, every time someone runs his eyes down its pages, its spirit grows and strengthens.’ ― Carlos Ruiz Zafón, [The Shadow of the Wind](https://www.goodreads.com/work/quotes/3209783)  ISBN 9789056721909  ModCHyperlinks.doc Hyperlink 3  Stimulus for creative writing |
| EAL 12-6 investigates and evaluates the relationships between texts  EAL 12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning | Form, structure and style   * Why is ‘Fahrenheit 451’ divided into three sections? * Why does Bradbury include a large amount of character dialogue in the novel?   Science fiction genre  According to the Encyclopaedia Britannica, science fiction (abbreviated as sci-fi) is a form of fiction that deals with the impact of science upon society or individuals. In the case of Fahrenheit 451, technological developments such as sea-shell radio and wall to wall television are developed and impact the individual’s life.  Notable science fiction writers include:   * H.G. Wells * Aldous Huxley * Kurt Vonnegut   As an extension exercise, students may research one of these authors and their work. This can be compared with Ray Bradbury and Fahrenheit 451. What is different? What is similar? What did you learn about the genre of science fiction? | Independent writing  Questioning the text  Independent writing | ModCHyperlinks.doc Hyperlink 4  Britannica science fiction |
| EAL 12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts | Part two – The Sieve and the Sand  Sometimes focusing on a particular theme during the study of different parts of the novel can anchor student understanding. It helps students make tangible links between the structure of the novel and different ideas presented.  Comprehension questions centred on the theme of isolation to help guide student understanding:   * How is Montag’s attitude changing? What does he value? * What is the significance of the title of this part of the novel? Find the example of Montag explaining a connection between his childhood experience with a sieve and the sand and what he is trying to accomplish. * ‘He was on the subway. I’m numb, he thought. When did the numbness really begin in my face? In my body?’ While Montag is riding on the subway, he comes to the realisation that he feels numb. How does his discovery reflect a sense of isolation? | Joint construction  Scaffold up  Reader questions  Independent writing | Focus on Writing – critical extended response  Students compose an analytical response using the **PETAL (point, example, technique, analyse, and link)** paragraph structure or similar in response to the following question:  How does Bradbury convey the idea of isolation in part two of Fahrenheit 451?   * Point – thesis addressing the question * Example – example from the text * Technique – find a technique from the quotation * Analyse – analyse the impact of the technique on the responder * Link – link your ideas back to your main thesis and argument |
| EAL 12-7 integrates understanding of the diverse ways texts can represent personal and public worlds | Part three: Burning Bright  In groups, students are given a character to focus on for the beginning of part three:   * Beatty * Montag * Faber * Mildred * The Mechanical Hound   They must answer the following questions and then present to the class:   * What do you know about the character before part three? * How does the character behave in part three? * How has Bradbury chosen to represent the character (think: what do they say? How do they interact with others?) * How does the character feel about the burning of books?   Focus question for class discussion:  How has the censorship of books affected Montag’s destiny? | Reader questions  Summarising |  |
| AL 12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | Reflecting on the novel  Story Map  This can be constructed throughout the reading of the novel or at the end. Students create a visual representation of the main features of the story, organised on a time line.  Freeze Frames  Drama activity from a table of key points in the plot (this can be taken from the previous story map). Each student is given a particular scene and a character. Simple props can be used. The audience members close their eyes while the group prepares the first scene, then they open their eyes for ten seconds. This is repeated for various scenes. Groups in the audience decide what the key scenes are and the important elements of the story. | After reading activities  Vocabulary development | Fahrenheit 451 Book Review positive.doc  **Focus on Writing – book review**  Using the above document as a model for writing a review, students compose a book review for Fahrenheit 451. This may be of a positive or negative nature (you could find other samples of reviews on other texts to demonstrate the structure of a review). |
| EAL 12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning  EAL 12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts | Prescribed text: The Striped world selected poetry by Emma Jones  Who is the composer: the context of Emma Jones  In module C: Close Study of Text, it is important to gain an understanding of the ways the composer portrays people, ideas and events in the text.   * To introduce the composer and gain a deeper understanding of how they communicate ideas, students complete the Emma Jones Interview listening activity.doc   This is a short interview clip you can show students (without the visual to focus on listening). Play the recording twice and students complete a series of short questions to help guide them in considering what they learn about Emma Jones. No marks have been allocated for each question, though you could do this as a practice listening activity and award marks out of 15 in total. There is also an extension question.   * To gain a deeper understanding of the poet, students complete the Emma Jones feature article.doc   This is a scaffolded article, an excerpt taken from a longer article. It is important when giving English as an additional language or dialect (EAL/D) students a dense piece of text that some vocabulary is provided, along with focus questions. Both have been outlined in a text box to guide student activities.  Then, in small groups students discuss the following questions:   * If you could ask Emma Jones a question about how she writes poetry, what would it be? * What do you think her poems will be about? * What is the most interesting thing that you learned about the poet after listening to the interview and reading the feature article? | Building the field  Background knowledge  Pre-reading activities  Reading extended passages > Meaning at the level of the word | Emma Jones Interview listening activity.doc  Emma Jones feature article.doc  Focus on Writing – blog post  After engaging with the listening activity and reading the feature article, write a blog post about the process of writing poetry. Use either the listening text (interview with Emma Jones) or the feature article as a stimulus for your blog post. You may like to research how other poets get inspired to write poetry. Think about the focus questions below:   * What motivates poets to write? * What do poets find inspiring? * What is a successful trait of a good writer? |
| EAL 12-6 investigates and evaluates the relationships between texts | Form, structure and style  Studying poetry for module C involves the close study of a series of poems in a wider collection. It is important for students to understand that the poems are connected and not to be seen in isolation (again, view the interview with Emma Jones to gain a deeper understanding of the process she used to compose the poems). | Message abundancy: give students as much access to techniques as possible | Poetic devices.doc |
|  | Key themes in the text   * Circle of life: the process of being born * Desire to escape: wanting to get out of your circumstance * Isolation: the feeling of being alone, alienated, desolate | Reader questions- preface the study of the poem with the theme |  |
| EAL 12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts | ‘Waking’  Poetry should be spoken and heard many more times than just once. Each time you read a poem, the reader is able to unpack more meaning. It is important that you ensure your students are hearing, reading, speaking and performing the poems to understand them on a deeper level. Use the video link to show students ‘poetry on film’ where Jones reads her first poem in the collection, ‘Waking’.  The first poem of Jones’ collection, ‘Waking’ details the moment of birth. One of the issues that emerge is being outside and inside the womb. The theme that could be focused on is   * Circle of life   Close study of poetic devices  Here are some poetic devices from ‘Waking’ to get started:   * Enjambment: ‘For twenty-five years I’ve been waking / this way.’ * Simile: ‘like indecent genies.’ * Metaphor: ‘light hoisting its terrible bells.’ * Personification: ‘the moon shuts its eye.’ | During-reading activities: scanning for information  Writing framework | ModCHyperlinks.doc Hyperlink 5  Emma Jones Australian poetry review  ModCHyperlinks.doc Hyperlink 6  Emma Jones next generation poets  **Focus on writing – PETAL paragraph**  Use one of the poetic devices identifies to write a complex or compound sentence. This can then be extended to students writing a PETAL paragraph.  What other poetic devices can you identify in the poem ‘Waking’? |
| EAL 12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning | ‘Window’  ‘Window’ is a poem about sadness having two personas, the one that looks to the present beauty that is being missed and the one that looks to memories and missed opportunity. The theme that could be focused on is   * Desire to escape   The theme of the desire to escape could be explained as the feeling of wanting what you do not have, of mourning something that is unattainable. The passion to escape your current circumstance, to impatiently move beyond how you see the world.  Students can explain their understanding of ‘desire to escape’ on the theme map.pdf. This can be printed on A3 size so students have room to add detail about poems and draw links between poems and different themes and ideas.  Jumble the poetic devices.doc and students can match the correct definition with matching term. This could be completed in pairs. Students must then look for poetic devices in the poem, highlight and annotate. Depending on the ability of your cohort you can divide the stanzas and each group must focus on   * The meaning of the stanza * Poetic devices in that stanza * The meaning of the stanza in relation to the rest of the poem   Close study of poetic devices  Here are some poetic devices from ‘Window’ to get started:  Paradox: ‘Look at the world!’ said the glass. ‘Look at the glass!’ said the world.  Alliteration: ‘cars, and clouds like cut cotton.’  Juxtaposition: ‘One looked out… the other stayed in.’ | Building the field  Deeper understanding of content knowledge  Monitor unknown words: does it make sense? What words are you unfamiliar with? | Poetic devices.doc  Theme Map Emma Jones Poetry.doc |
| EAL 12-7 integrates understanding of the diverse ways texts can represent personal and public worlds | ‘Hush’  ‘Hush’ is a poem about an isolate city. It is a silent, desolate place where all is empty. It has a quality about being abruptly unfinished, like the reader is left to interpret the meaning. The theme that could be focused on is   * Isolation   Before reading the first poem, students are given the title and the last two lines of the poem and guess what the poem will be about, what it might mean.  Then, read through the poem. Two students are chosen to draw all images they hear about during the poem, then show to the class and discuss.  Close study of poetic devices  Here are some poetic devices from ‘Hush’ to get started:  Repetition: ‘no one in the city, no one and nothing’  Imagery: ‘No one mans the balloon stands and feeds the zoo animals.’  Denotation: ‘submerged’ the city as being submerged. | Finding the meaning in individual sentences | Focus on Writing: letter to the editor  After you have read a few of Emma Jones’ poem and completed one of the first activities, answering questions on the feature article Emma Jones feature article.doc, students write a letter to the editor. This is in response to the feature article. They must write from their perspective as a student studying Emma Jones’ poems. What have they come to understand about themselves and their world? |
| EAL 12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts | Ian McMillan on Emma Jones - reviewing the poetry  Watch the short clip of Ian McMillan commenting on ‘The Striped World’. Students choose one of the quotations below and explain what it means in relation to one of the poems set for study.   * ‘There’s always something teetering right on the edge and it’s up to you as the reader to complete it.’ * ‘Sometimes the poet makes the reader work.’ * ‘They’re about movement, journeys, voyages, seeing places that we are familiar with, with unfamiliar eyes. The poet trusts the reader.’ * ‘She is a poet that allows us to complete her poems.’ | Question: what questions do you have after reading this text?  Summarising main ideas: what was it all about? | ModCHyperlinks.doc Hyperlink 7  Ian McMillan on Emma Jones  **Focus on Writing – extended response**  After explaining one of the quotations, students compose an extended response on the following question:   * Using the quotation as a starting point for your response, explain how Emma Jones has assembled language to impact the audience. |
| EAL 12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies | Prescribed text - The Truman Show directed by Peter Weir  Ideas and information  View the trailer for ‘The Truman Show’ before viewing the film in its entirety. Students must predict what they think are the main ideas in the film:   * What are the overarching themes that the director wants us to notice? * What message is being conveyed to the audience?   Key themes in the text   * Reality and Truth * The American Dream and Utopia * Rebellion * Commercialism   Look at the film poster for the Truman show that has many different smaller images making up a large image.   * Why do you think the director chose to use this approach? * What does each smaller image represent? * What does this tell us about the character Truman? * What could the message of the film be? | Predict  Before-reading activities  Visualising | ModCHyperlinks.doc Hyperlink 8  The Truman Show trailer  ModCHyperlinks.doc Hyperlink 9  The Truman Show film poster |
| EAL 12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts | People - character analysis  Use the character map for students to identify the relationships between characters. Arrows have been drawn (students can write along the line and add other arrows to explain other relationships). Here are some questions to guide student responses:   * Truman Burbank   What about the opening scenes of the film makes Truman a likeable character? What does he say that is humorous (funny)? How does he interact with other people? What do you notice about his body language? What does Truman like to do in secret? Why do you think he does this?   * Meryl Burbank (Truman’s wife)   ‘For me there is no difference between a private life and a public life. My life is my life… The Truman Show is a lifestyle. It is a truly blessed life.’ What does this quotation reveal about Truman’s wife? What does she think about being part of this?   * Marlon (Truman’s best friend)   ‘It’s all true. It’s all real. Nothing here is fake… it’s merely controlled.’ How does Marlon contribute to the construction of reality? Do you believe what he says?   * Christof (creator of “The Truman Show”)   ‘We’ve become bored watching actors give us phoney emotions… while the world he inhabits is in some respects counterfeit, there’s nothing fake about Truman himself… it’s a life.’ Using this quotation, explain why Christof created ‘The Truman Show’.   * Lauren Garland   ‘How’s it going to end?’ Why do you think Lauren wears this pin? Why is it significant? Why isn’t she allowed to be with Truman?  Other characters you could add more detail about:   * Angela Burbank (Truman’s mother) * Kirk Burbank (Truman’s father) * Simeon (control room director on “The Truman Show”) * Laurence (Truman’s boss) | Writing framework: use the character map as a framework for later extended responses on characterisation  Mind map: these quotations can be added to the character map for students to gain a deeper understanding of characters | Character map The Truman Show.doc This document could be printed in A3 size for students to have more room to add details about each character.  Focus on Writing: cover letter  Personal   * Outline of skills for a cover letter   You are an actor who is going to audition for a part on the Truman Show. Explain what role you think would be best suited to you and what skills you have to play the role. Remember, it is not a part time job! You will have to live your role.   * Write a cover letter   Compose a cover letter to Christof, the creator of the Truman show outlining your skills as an actor. Explain why you are suited to a particular role and what qualifies you to be permanently on The Truman Show. |
| EAL 12-4 applies and adapts knowledge, skills and understanding of literary devices, language | Features of a film  Students are given either a definition or term of a film technique (cut up the attached film techniques worksheet. You might like to laminate it for your future reference).  They must find their partner and elaborate on the definition that has been given. Then, view a section of the film and students must identity, analyse and present on their film technique. You might like to take a screen shot of the specific times in the film when the techniques are evident. | Explicit teaching of features | Film techniques worksheet Truman Show.doc  If you want to do more on different types of lighting in film, the following website may be useful:  [Learn 4 Different Types of Light and How to Use Them in Your Films](https://nofilmschool.com/2016/07/learn-4-different-types-light-and-how-use-them-your-films) |
| concepts and mechanics into new and different contexts | Form, Structure and Style  After students have analysed some key scenes of the film using the film techniques worksheet, they must then consider how the conventions of a film, particularly the style of a documentary/reality TV show have been used by Peter Weir to achieve particular effects. What effect is intended? What is the director trying to make us think? | Joint construction: the teacher guides students through focus questions to provide sentence starters or a model response | Focus on Writing – extended response  critical  Write an extended response using the questions on form, structure and style to guide student responses. |
| EAL 12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts | Note: Focusing explicitly on themes is a good way for students to understand events as they unfold, framed with specific ideas.  Idea – commercialism   * Free Range Kaiser Chicken   Two men speak to Truman in front of an ad and pretend to ask Truman how he is.   * Chef’s pal   Meryl shows Truman a new kitchen utensil when she returns from the store on her bicycle “look what I got free at the checkout”   * Penn beer   Marlon takes a sip of a cold beer when he plays golf with Truman and says ‘now that is a beer.’   * As you continue to watch the film, what other subliminal advertisements can you identify?   Idea – reality and truth   * ‘Don’t you ever get itchy feet?’ Truman asks Marlon when he talks about his plan to go to Fiji. Why does Truman dream of going to Fiji? * ‘I want to get away, see some of the world, explore’. When Truman talks to Meryl after playing golf with Marlon, she tells him ‘this will pass.’ Why does she try to shut down his dream? * What is Truman’s first indication that his world is not real? | Vocabulary   * subliminal * indication * utensil * pretend | Focus on Writing – advertorial  creative  Write an advertorial for one of the products subliminally advertised in The Truman Show. Many examples of an advertorial online would assist you. An advertorial is like a feature article only you are focusing on a particular product and persuading the reader to purchase it.  Alternatively, you could create a small advertisement for one of the products (don’t be limited by the products listed- there are other products advertised in the film that you could focus on). Think about developing a pun to sell a particular ad, or a descriptive paragraph that encourages the reader to be a consumer and buy the product |
| EAL 12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies | Attitudes and values – The American dream  The American dream is a key theme in ‘The Truman Show’but it is also a dominant attitude in American society. It’s the idea that if you work hard, you will be able to afford a nice house, work in a good job and have a family. It also implies that opportunity and freedom should be available for all. The pursuit of a good life. If you can work, you can get a job. Yet some argue that it is more materialistic than that.  ‘The American dream has become the pursuit of material prosperity- that people work more hours to get bigger cars, fancier homes, the fruits of prosperity for their families- but have less time to enjoy their prosperity.’ - Library of Congress  Points for class discussion:   * What are the positives of The American Dream? * What could be the darker side of The American dream? Think about conformity, how everyone might become the same. * Consider the notion of equality- can everyone possibly access opportunity and freedom? * What are some examples of the American dream from The Truman Show? Think about the suburb that Truman lives in, how all the houses look the same. Think about hw Meryl asks Truman ‘don’t you want to have a baby? We have mortgage payments’ when Truman asks her to go to Fiji.   Watch the video below on ‘How do you define the American Dream?’ Students to take notes of 5 different perspectives of what the American Dream means to the people that are interviewed in the short clip. Student can use this as stimulus to complete the Focus on Writing Speech activity.  [How do you define the American Dream? - YouTube](https://www.youtube.com/watch?v=Rl813PZTpY8) | Vocabulary   * prosperity * implies * pursuit * materialistic * dominant   Problem solving: groups of students use the points for class discussion to solve a question and then report back to the class.  Listening for key information | Focus on Writing – Speech  Write a persuasive speech about The American Dream.   * Is there an American Dream or is it dead? * What is the American Dream? * How is The American Dream represented in The Truman Show? * What does Truman dream of?   Students may use the website as a starting point for research. What does the American dream look like? To further extend this activity, students can find an image that captures what they think the American dream means to refer to during their speech (this moves the focus on writing task towards a multimodal activity).  ModCHyperlinks.doc Hyperlink 10  The American Dream, Library of Congress |

Reflection of Module C: Close Study of Text

* What worked well?
* What areas could be altered to direct future teaching?

The following document from NESA (New South Wales Education Standard Authority) contains some useful approaches to different texts set for study:

[Syllabus - English stage 6](https://syllabus.nesa.nsw.edu.au/assets/global/files/english-stage-6-annotations-of-selected-texts-2019-2023.pdf)

Useful resources for EAL/D strategies

Gibbons, Pauline. (2015). Scaffolding language, scaffolding learning. Heinemann Second Edition, Portsmouth.