 Year 11/12 English Studies

Unit title

We Are Australian – English in citizenship, community and cultural identity

Duration

10 weeks

Unit rationale

Through the study of the module We Are Australians – English in citizenship, community and cultural identity, students will develop understanding of and practical competence in the use of language used to conduct their lives as citizens and members of a community. The impact of the experiences with an individual’s community/society/nation vary. An authentic relationship with an individual’s community allows an individual to form connections with people, places, groups, communities and the larger world. Students may consider aspects of Australian citizenship, community and cultural identity in terms of experiences and notions of identity, relationships, acceptance and understanding. Texts explore many aspects of Australian citizenship, community and cultural identity, including the potential of the individual to enrich or challenge a community or group. They may reflect the way attitudes to identity are modified over time. Texts may also represent consequences of not being an authentic member of the Australian community.

Focus question(s)

* To what extent does being a member of the Australian community shape an individual’s identity?

Problem statements

* How do individuals become authentic members of a society? Why is this important? What impact does this relationship have upon an individual? What impact does this relationship have upon the community/society as a whole?
* How does an individual develop a fulfilling relationship with their community/society/nation?

Outcomes

| Year 11 | Year 12 |
| --- | --- |
| ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts, and texts from academic, community, workplace and social contexts for a variety of purposes  ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts  ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade | ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts, and texts from academic, community, workplace and social contexts for a variety of purposes  ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences  ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences |

Assessment overview

* Case study

Prescribed texts on Indigenous Perspectives and Close Study are used to compare and contrast with topics throughout the term.

| Weeks 1-2 | Weeks 3-4 (Topic 1) | Week 5-6 (Topic 2) | Weeks 7-8 (Topic 3) | Weeks 9-10 (Topic 4) |
| --- | --- | --- | --- | --- |
| Introduction to module  Context  Prescribed text  Indigenous perspective | Immigrant and migrant perspectives | Refugees and asylum seekers | ‘The Other’ – women, children, gender and religious perspectives | Case study |
| Class assessment | Class assessment | Class assessment | Class assessment | Class assessment |

Suggested approaches to class tasks to complete across the four topics:

| Reading | Writing | Listening | Viewing/representing | Speaking |
| --- | --- | --- | --- | --- |
| Students will respond to short answer questions relating to the Area of Study.  Students will be required to demonstrate an understanding of how a composer’s use of techniques shape meaning.  Students respond to a variety of written texts. This may include:   * Personal responses * Summary * Critiques * Discussions * Biography * Report * Feature article * Empathy tasks * Expositions/essays * Review | Students can respond to a variety of texts. This may include:   * Extended critical response * Imaginative writing exploring the concept of Australian identity * Report writing   Students respond to a variety of written texts. This may include:   * Personal responses * Summary * Critiques * Discussions * Biography * Report * Feature article * Empathy tasks * Expositions/essays * Review | Students listen to a text which explores a perspective on Australian identity and respond to short answer questions. This may include:   * Film * Radio * Vlog * Interview * Songs/music   Students are to be provided with different representations of a news event – both as listening texts and viewing texts (for example, radio, television, news photographs).  Students are then to respond to questions examining the different representations of the event. | Students will view a selected scene from a film. Students will respond to short answer questions and then compose a journal entry from the perspective of a character, reflecting on their sense of identity.  Students will research the digital and social media presence of an individual or organisation that explores perspectives on Australian identity. They will then compose a presentation (for example, PowerPoint, video, visual representation) and present their findings to the class. | Students will present a speech in class that explores the links between the stimulus and the prescribed text as a whole.  Students respond to a text which explores Australian identity and present an aural response. This may include:   * Narrating over a presentation * A video * Recorded interview * Live interview |

Fiction:

* ‘The Sound of One Hand Clapping’, Richard Flanagan (first chapter extract)
* ‘The Neighbours’, Tim Winton
* ‘When Michael Met Mina’, Randa Adel-Fattah

Historical Fiction:

* ‘The Oddfellows’, Nicholas Shakespeare

Non-fiction:

* Paul Keating’s Redfern Speech, 1992
* Kevin Rudd’s Sorry Speech, 2013
* ‘True Blue? On being Australian’, Peter Goldsworthy (Editor)
* ‘Tea with Arwa’, Arwa El Masri
* ‘Growing Up Asian in Australia’, Alice Pung
* ‘Songs of a War Boy’, Deng Adut
* ‘Once Upon A Time in Punchbowl’ (documentary)
* The Australian Anti-Discrimination Act
* ‘Veils and Vegemite’, Randa Abdel-Fattah, The Sydney Morning Herald
* ‘[Stitches in time: the Rajah Quilt](https://www.theaustralian.com.au/arts/review/stitches-in-time/news-story/090aaab6ea086748be80366fbc5764c2)’ (Irish), The Australian

Poetry:

* Peter Skrzynecki
* D. Yurupingu

Film:

* ‘Samson and Delilah’
* ‘Priscilla, Queen of the Desert’
* ‘Choir of Hard Knocks’
* ‘[Mary Meets Mohammad](http://marymeetsmohammad.com/wp/)’

Multimedia:

* [The Truth about Refugees](https://www.youtube.com/watch?v=4wYyuMJ1a-A)
* [What does it mean to be a refugee?](https://www.youtube.com/watch?v=25bwiSikRsI)
* [History of Afghan Cameleers in Australia](https://www.youtube.com/watch?v=buMLmCBzNSs)
* ‘Aussie Campaign’, Peter Drew

| Outcomes/content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| Year 11  ES11-1  integrate new ideas and information with existing understanding  engage with a broadening range of texts that incorporate increasing levels of language complexity  ES11-5 recognise the text structures and language features of texts, for example visual and aural cues, to differentiate between main ideas, supporting arguments and evidence  ES11-9  explore the ways community, local or global issues are represented in social, community, workplace or literary texts, including those by and about Aboriginal and/or Torres Strait Islander people/s  summarise ideas and information presented in texts  compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view  Year 12  ES12-1  engage increasingly with texts where the relationships between concepts and information is not explicit and requires inference and interpretation  integrate prior knowledge with new information to predict, construct or confirm understanding  integrate relevant information and ideas from texts to develop and discuss their own interpretations  ES12-5 explain structural and language features, for example visual and aural cues that identify main ideas, supporting arguments and evidence  ES12-9  assess the representation of community, local or global issues in social, community, workplace or literary texts including texts by and about Aboriginal and/or Torres Strait Islander people/s  compose their own persuasive and imaginative texts, experimenting with language and multimedial forms and features to present attitudes, values, perspectives and points of view | Culture  Culture is a difficult term to define as it is fluid in nature due to the ever evolving world we live in today. Australia is comprised of a rich tapestry of cultures which make up the overarching ‘Australian culture.’  Class discussion:   * What are the different characteristics of culture? * What are the visible and invisible characteristics of culture? * How do cultural practices influence the way in which people interact with each other?   After the class discussion, have a look at the different definitions of culture and answer the questions that follow.  Definitions of culture:   1. Culture is ‘the way we see and do things’. 2. Culture is a set of shared meanings or the ways people agree to be (behave, act, conform) in order to respond to new and familiar situations in their lives. 3. Culture changes over time and is influenced by the environment in which it is practised. 4. Culture is passed on from one generation to another. 5. Culture is important for the identity of members of cultural groups. 6. Culture is expressed through artefacts, the way people behave in society and the values they hold.   Students answer the following:   * Which definitions do you think best describe culture? Why? * Write a definition of culture in your own words.   Students are to research ‘Australian culture.’ In their research, they are to locate and define aspects of language, values, beliefs and practices that are uniquely Australian. Model examples of each for the students. These can include:   * Aussie slang * Icons and landmarks * The value of Australia Day * ANZAC and mateship * Stereotypes   Aussie Slang Resources   * [Aussie slang and phrases](http://www.australianexplorer.com/slang/phrases.htm)   Students are to write down 10 words from under each subheading.   * [Aussie Lesson For Ellen (by Fitzy & Wippa with Dailius & Julian Wilson)](https://www.youtube.com/watch?v=6uuYkFTnnxM)   Discuss the concepts and elements of ‘Aussie Lingo’.  Using a variety of Aussie slang words, students write a paragraph of their own using the words they have learnt. The paragraph can be about their day or any topic they wish to write about.  Being Australian  The concept of ‘being Australian’ has been explored throughout the media in recent years. Often it relates to values, beliefs and citizenship.  Students will explore how this concept is represented in a variety of mediums and media. They will devise their own understanding of the term and use this to reflect on the experiences of others.  For well over a century, Australians have been concerned to define a national identity. In her recently released study, ‘Being Australian’, Catriona Elder says:  “Being Australian is not simply about the pleasure of the past and the excitement of the future... It is not just about that funny feeling a citizen might get when the Australian flag is raised at the Olympics. Being Australian also encompasses feelings, ideas and emotions that vary from joy to shame, guilt to confusion, hatred to love. Yet, in most national narratives these feelings of anxiety are erased or repressed in favour of the pleasurable aspects of national identity. Finding pleasure in being Australian is valuable; however, exploring and explaining the anxiety and fear that lie at the heart of the idea of being Australian is also important.”  Students will explore various opinions and perspectives on the topic of being Australian. They will view a clip taken from the film ‘Looking For Alibrandi’.   * [Alibrandi speech scene](https://www.youtube.com/watch?v=IoE-BkwgvJ4)   This is a speech that looks at the rights and responsibilities of being Australian.  After watching the clip, ask students to answer the following questions which can be amended into a listening resource:   1. What is a right? 2. What is a responsibility? 3. What rights are afforded to the citizens of Australia? 4. What are the responsibilities of being an Australian citizen? 5. How are the ideas presented in a uniquely Australian way? 6. In a half page response, write down your of idea of what it means to be Australian.   Citizenship  A citizen is a person who is a member of a particular country and who has rights because of being born there or because of being given rights, or a person who lives in a particular town or city.  Students will explore what it means to be a citizen. They will develop an understanding of the rights and responsibilities of citizenship. Based on their understanding, students will evaluate the relationship between citizenship, identity and their impact on an individual’s sense of belonging.  In order to become an Australian citizen, a migrant/immigrant must complete the citizenship test. The test itself has faced controversy based on what is included and what an individual needs to know to be an Australian. The article below explores the debate and includes a mock citizenship test.  Students will read the newspaper article ‘[Could you pass Australia’s citizenship test?](https://web.archive.org/web/20150529225303/http:/www.sbs.com.au/news/article/2015/05/28/could-you-pass-australias-citizenship-test)’ Discuss its meaning as a class.  After they have completed reading the article it is their turn to take the test.  Upon completion of the text, students will discuss the following:   * Reflect on your results, how successful were you in becoming an Australian citizen based on the questions asked. * Is this a fair test of being Australian? Why or why not? * Imagine you were creating the citizenship test. Write a list of 5-10 questions you would include.   Multiculturalism  Multiculturalism in Australia is today reflected by the multicultural composition of its people, its immigration policies, its prohibition on discrimination, equality before the law of all persons, as well as various cultural policies which promote diversity.  The ever changing demographic of Australia impacts how we see ourselves. It impacts the sense of belonging in an individual based on the ability to recognise their individual values and beliefs in the Australian way of life.  Students will explore the statistical profile of Australia and discuss if it supports or conflicts with their own notion of being Australian.  Demographics of Australia  The recent census survey collected data that explores the demographic of Australia. Read through the following texts and discuss the ideas that are explored about how we see ourselves as a nation and what the statistics prove about the changing face of Australia.   * [How Asian are we really? What Australia’s Census 2016 showed us](http://www.news.com.au/national/how-asian-are-we-really-what-australias-census-2016-showed-us/news-story/2f055e32e74cbe4341953006379b6394) * [Australia’s demographic details will shock you: Almost half of us are foreigners, or their children](https://www.dailytelegraph.com.au/australias-demographic-details-will-shock-you-almost-half-of-us-are-foreigners-or-their-children/news-story/7ae164c13cf15f7e9b5d3ee7c6465816)   Question: Is multiculturalism a help or a hindrance in defining Australian identity?  Students will research, prepare and present a debate on the above question. They will need to refer to examples that they have studied in class and one or more of their own choosing.  Belonging  What is belonging?  Definitions:   * Belonging is the idea of being part of something where you are accepted. * To be and feel included and accepted within a social, religious, political, cultural and economic group. * Belonging is the term used when the individual becomes involved in something; it is the feeling of security where members may feel included, accepted, related, fit in, conformed and subscribed, which enhance their wellbeing with the feeling of home. * Belonging is obtaining membership to a particular group or society that can bring feelings of inclusion and identity.   Who/what do you identify with as belonging to?  Students complete a concept web of belonging. Identifying themselves in the centre and outlining all the things they belong to. Once, this is complete they are to reflect on how their sense of belonging impacts their identity both positively and negatively.  Students watch the ‘[Sense of belonging](http://dl.nfsa.gov.au/module/361/)’ clip which illustrates the journey of a couple returning to their country of birth in the Pacific Islands. It explores their sense of belonging in Australia.  Discuss the concept of ‘identity’. The word ‘belonging’ is mentioned many times in the video clip. Using the video clip, what do you think drives Joe and Monica Leo to explore their sense of belonging?  Form some small groups in your class. Discuss what it means to be an ‘Australian’. List the characteristics that students believe to be attributes of being an Australian. Why do you think Joe and Monica Leo, when they were younger people, felt isolated in Australia? Is being Australian the same as being an Australian citizen? Present your group’s findings to the whole class.  Using an Australian atlas, locate the Pacific Islander museum at Joskeleigh. What role do museums play in preserving cultural heritage of a community? What makes a ‘good’ museum? How is the history of your school preserved?  ‘The Sugar Slave period is one we should forget.’ Using this statement, set up a debate in your class with groups representing different points of view. | Participation in class discussion/Verbal responses.  Students discuss relevant ideas and actively listen to each other.  Students are able to express their ideas using appropriate metalanguage.  Written responses to questions.  Individual student research and written responses.  Students’ written responses.  Composition of written paragraph.  Written responses to questions.  Verbal responses and participation in class discussion.  Completion of Citizenship test.  Composition of individual questions.  Discussion of topic.  Participation in class discussion.  Students prepare and participate in a debate.  Composition of concept web.  Written responses to questions. |
| Year 11  ES11-1 identify the main ideas and purposes of texts  ES11-5  engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways  recognise and describe the differences in formal and informal register  understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity  use language with increasing accuracy to communicate own ideas in a variety of contexts  ES11-9  explore the ways community, local or global issues are represented in social, community, workplace or literary texts, including those by and about Aboriginal and/or Torres Strait Islander people/s  explore the ways text structures and language features are used to influence audiences, for example image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements  Year 12  ES12-1 read, view and listen to texts to connect, interpret, and visualise ideas  ES12-5  interpret a range of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, composed for a variety of purposes  identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech  appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts  compose structured texts that explain the ways language features, text structures and stylistic choices have been used in texts for particular effects  ES12-9  assess the representation of community, local or global issues in social, community, workplace or literary texts including texts by and about Aboriginal and/or Torres Strait Islander people/s  discuss the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator | Indigenous perspectives  The term “Indigenous” refers to the Aboriginal and Torres Strait Islander people of Australia. A better understanding of, and respect for, Indigenous cultures develops an enriched appreciation of Australia's cultural heritage.  History of migration timeline suggestions:  A selection of historical and contemporary Australian texts that explore individual stories of Australian identity.  Below is a timeline of some of the most significant migration/immigration trends in Australian history. This timeline can be amended into a class resource.  Please note that this is by no means a definitive or exhaustive list – there are countless stories from every cultural background that can be included at any point in time.   * Over 60,000 years pre-contact – Indigenous stories, dreamtime, ‘yarning’ * 1788-1868 – Convict Experiences: English, Irish, African, American and French on the First Fleet * 1793-1850 – ‘Free Immigrants’: English, Irish, Scottish * 1850s-1890s – ‘The Gold Rush’: Chinese, German, Wales, South Sea Islanders, Afghan Cameleers, Pakistani, Turkish, Japanese divers * 1901-1945 – White Australia Policy * 1945-1970s – Populate or Perish: European Migration of Greek, Italian, Yugoslavian, Netherlands, Malta, Germany, Turkey, Middle Eastern * 1970s – Vietnamese, East Timor, Indo-China, India, Chile, Cambodia, Laos * 1980s – Lebanese * 1990s to present – Economic Migrants and Asylum Seekers from ‘Middle East’: Iraq, Myanmar, Afghanistan, Sudan, India and Sri Lanka. New Zealand and the UK.   The Impact of Colonisation  Students will gain an understanding of the historical timeline of indigenous culture by working in groups to conduct research. They will create a presentation using PowerPoint, Prezi, Google Slides, or Sway to represent the knowledge they have gained.  In this presentation students will explore Aboriginal culture, including beliefs, traditions, values, language, and so on.  Indigenous sense of belonging  The indigenous sense of belonging is represented through the cultural connection to land.  “We cultivated our land, but in a way different from the white man. We endeavour to live with the land; they seemed to live off it.” (Tom Dystra, Aboriginal elder)   * [Insight: Aboriginal or not](https://www.youtube.com/watch?v=Q5YZlypz9E0)   Using the website ‘[Meaning of land to Aboriginal people](https://www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people#ixzz4rwnWmEPC)’, explore the Aboriginal perspective on land. If hyperlink does not work the link below can be pasted into the search engine  <https://www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people#ixzz4rwnWmEPC>  From the above website, read through the story ‘The Lost Girl’.  Discuss the representation of the metaphor of nature as the young girl’s mother.  Students can create visual representations to support the story. These can be used to compose a picture book.  Then watch the video ‘Aboriginal elder: [The land owns us](https://www.youtube.com/watch?v=w0sWIVR1hXw)’. (Duration 6:14). This can be amended into a class/listening task/resource.  Bob Randall, a Yankunytjatjara elder and traditional owner of Uluru (Ayer’s Rock), explains his connectedness to the land and how every living thing is connected to every other living thing.  Questions:   1. What does “the land owns us” mean? 2. How is this perspective different to other perspectives of the land? 3. With reference to the video, explain the statement ‘every living thing is connected to every other living thing’. 4. Create a table that outlines the physical, spiritual and cultural connections that indigenous people have with the land. 5. Evaluate the impact of colonisation on the ability to have connections with the land. Refer to the story of ‘The Lost Girl’ and the video ‘Aboriginal elder: The land owns us’.   Sense of not belonging  The Stolen Generation  Students will explore and understand the Stolen Generation. Importantly, how this impacted the indigenous perspective of being Australian and the devastating impact on individual identity and connection to being Australian.  Students will need to understand who the Stolen Generation refers to. Throughout their study, they will need to understand the impact of policies and laws.  Using a variety of websites, students will research the Stolen Generation. Based on the information they have gathered, they will create a fact sheet.  Viewing this documentary in its entirety or specific excerpts can support student understanding of the topic.   * [Bringing them home: separation of Aboriginal and Torres Strait Islander children from their families](https://www.youtube.com/watch?v=Sl82VMuuKI0)   Lyric study of Archie Roach’s song ‘[Took the Children Away](https://www.youtube.com/watch?v=br83o_JpIFw)’ This can be amended into a class task/resource.  Print the lyrics and annotate the lyrics of the song ‘Took the Children Away.’ They will identify the poetic techniques that are used to create meaning in the form of a TEE (technique, example and effect) table.  Questions:   1. How does the composer create meaning in the song? 2. Who is the target audience? 3. What is the overall meaning of the lyrics? 4. Analyse how this song reflects the impact of the actions against indigenous Australians. Was the Australian government justified in its actions? Why or why not?   Other tasks that can be amended into class task/resource:   * ‘[Sorry, Kevin Rudd's Apology to The Stolen Generation](https://www.youtube.com/watch?v=b3TZOGpG6cM)’   Read the transcript and watch the video of the speech and discuss its structure. Remind students to pay particular attention to the language choices that position the reader.   * [Gough Whitlam – Great Speeches of Rural Australia](http://www.abc.net.au/site-archive/rural/content/2007/s1883613.htm)   Compare and contrast in a table the Sorry speech with Gough Whitlam’s speech to the Gurindji people. What structural and language devices do they share? In what ways are their purposes similar?  Racism and discrimination  “Discrimination against Indigenous Australians is considered one of the most prevalent forms of discrimination in Australia… and, more than half of Australians have witnessed specific discriminatory behaviours.” (Beyond Blue, [Discrimination against Indigenous Australians](https://www.beyondblue.org.au/docs/default-source/research-project-files/bl1337-report---tns-discrimination-against-indigenous-australians.pdf?sfvrsn=))  Experiences of racism   * [Is Australia Racist? Documentary provides revealing look into country’s attitudes](http://www.news.com.au/entertainment/tv/is-australia-racist-documentary-provides-revealing-look-into-countrys-attitudes/news-story/354d76a1dc1056ac13a9691e42161af1)   Students view this documentary, ‘Is Australia Racist?’ by Ray Martin on SBS Demand.  Students explore the existence of racism in Australia and the impact of racism on indigenous Australians. After viewing the videos below, students are to write a persuasive text arguing the statement ‘Australia is a racist nation’.  Students also reflect on the impact of racism and use examples from the videos below to support their ideas.   * [IQ2 Racism Debate: Stan Grant](https://www.youtube.com/watch?v=uEOssW1rw0I) (Duration 8:34 minutes) * [Aboriginal Australians moving 'beyond the chains of history', says Stan Grant](http://www.abc.net.au/news/2016-11-19/stan-grant-on-the-australian-dream/8038826) (Duration 15:10 minutes) * [Neil deGrasse Tyson on racism in Australia](https://www.youtube.com/watch?v=TfobAHbyztU) (Duration 5:49 minutes) | Composition of presentation.  Written responses to questions.  Composition of visual representations.  Student engagement with viewing video.  Written responses to questions.  Composition of table outlining spiritual, physical and cultural connections.  Written evaluation of the impact of colonisation.  Individual research on the Stolen Generation.  Student engagement with the viewing of the documentary.  Annotation of lyrics and completion of TEE table.  Written responses to questions.  Completion of text structure, purpose and language worksheet.  Completion of comparative table.  Student engagement with viewing the documentary.  Composition of persuasive text.  Student reflection and justification. |
| Year 11  ES11-1  identify and describe elements of literary texts, for example characterisation, narrative, tone, description and setting  discuss the ideas, themes and emotions represented in literary texts  compose a range of texts in a variety of modes and media using the appropriate language and structures  ES11-5  understand that words and grammatical choices may vary in meaning depending on the context of use  investigate the aesthetic effects of the use of specific language features and techniques in a variety of literary and multimodal texts  compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in texts  ES11-9  appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audience  consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator  identify and describe the similarities and differences between own responses to texts and the responses of others  Year 12  ES12-1  explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and setting  compose more sustained texts that explore the main ideas in texts  ES12-5  identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech  understand the effect of nominalisation in the writing of informative and persuasive texts  use language accurately and appropriately to communicate own ideas in a variety of contexts  develop and use appropriate vocabulary and skills in using accurate spelling, punctuation and grammar  ES12-9  appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience  explore issues and ideas represented in a range of texts and explain points of view and implications  account for the similarities and differences between own responses to texts and the responses of others | Immigrant/migrant stories  Australia is renowned for its diversity and multiculturalism. The face of Australia we know today is a result of many waves of migration and immigration. This activity requires teachers to model a case study of a chosen period of immigration and develop students’ understanding of how becoming an Australian has ultimately impacted the lives of many.  Students research and understand the terms migration and immigration. They should be able to determine the difference between the two terms.  Students will develop their own timeline of historical immigration to Australia. To complete this task, they can access various websites that detail the movement of individuals to Australia.  Students can use the ‘[Timeline](http://www.readwritethink.org/files/resources/interactives/timeline_2/)’ website to create a timeline about immigration to Australia. They are to include summaries and images on the timeline.  ‘[Australia’s migration history](http://www.migrationheritage.nsw.gov.au/belongings-home/about-belongings/australias-migration-history/index.html)’  In groups of three, students will choose one of the policies or periods of immigration to Australia.   * Immigration Restriction Act 1901(known as the ‘White Australia’ Policy) * Post-World War II immigration from Europe * Immigration from the 1980s to 2009 * Assisted passage for English migrants * Immigration from Southeast Asia * Chinese immigration * Italian immigration   They will research the policy or period they have chosen. Explain what the policy is and how it impacted Australia.  Useful websites for research:   * [Fact Sheet - More than 65 Years of Post-war Migration](https://www.homeaffairs.gov.au/about/corporate/information/fact-sheets/04fifty) * [Timeline (RacismNoWay)](http://www.racismnoway.com.au/about-racism/timeline/) * [A Multicultural History of Australia](http://www.multiculturalaustralia.edu.au/history/) * [Australia in brief: Ancient heritage, modern society](https://web.archive.org/web/20110307072245/http:/www.dfat.gov.au/aib/history.html) * [Australia: a culturally diverse society](https://web.archive.org/web/20120107121701/http:/www.dfat.gov.au/facts/culturally_diverse.html) * [Migration and citizenship](http://www.naa.gov.au/collection/explore/migration/index.aspx) * [Bonegilla](http://www.bonegilla.org.au/) * [Immigration to Australia during the 20th century](https://web.archive.org/web/20120317054235/http:/www.immi.gov.au/media/publications/statistics/federation/timeline1.pdf) * [Populate or perish](http://john.curtin.edu.au/1940s/populate/index.html) * [The Kanakas and the Cane Fields](http://www.janeresture.com/kanakas/index.htm) * [Office of Multicultural Interests](https://www.omi.wa.gov.au/Pages/default.aspx) * [Chinese immigration to Australia](http://www.legacy1.net/headtax/ht_lee_jiquan02.html) * [Vite Italiane: Italian Lives in Western Australia](http://www.italianlives.arts.uwa.edu.au/)   In what way(s) has the Australian identity/demographic changed over time?  **Migration stories**  Use any of the listed texts to complete a selection of activities from the list below.   * ‘Tea with Arwa’, Arwa El Masri * ‘Growing Up Asian in Australia’, Alice Pung   Students can respond to the texts they have read in a number of ways. These may include (but are not limited to):   * Reader response   + Pick the part of the text that reflects the concept of being Australian. You can choose an important word/line/image/object/event in the text and explain why you chose it. Be sure to support all analysis with examples. * Author interview   + Write an interview or letter to ask series of questions and reflect on how they feel about their process of developing an Australian identity. * That was then, this is now   + After reading the text, create a before/after list to compare the ways in which individuals or groups sense of identity/ belonging has developed over the course of the story. Follow up with discussion of reasons. * Make your own test   + Have students create their own test or essay questions about the text which would explore the development of an Australian identity. This allows them to simultaneously think about the story and prepare for the test on it. * Storyboard   + Individually or in groups, create a storyboard for the chapter or story. * Open mind   + Draw an empty head and inside of it draw any symbols or words or images that are bouncing around in the mind of the character of a story. Follow it up with writing or discussion to explain and explore responses. * Dear diary   + Keep a diary as if you were the persona/individual telling the story. Write down events that happen during the story and reflect on how they affected their sense of identity as an Australian. * Draw!   + Translate events into storyboards and cartoons; draw the most important scene in the chapter and explain its importance in terms of representing the individual’s sense of identity. * Timeline   + Create a timeline that includes both the events in the text and historical information of the time that had a significant impact on the individual’s identity as an Australian. Try using post-it notes in order to correctly sequence events. * Sing me a song   + Write a song/ballad about the story, a character, or an event in the text which explores their experiences of developing an Australian identity. * Biography   + Write a biography of one of the individuals who most interests you. Focus on their experiences of forging an identity within the Australian community.   **Racism: Sense of not belonging**  The term ‘unAustralian’ is a term that has been coined by the media to illustrate behaviour that is morally or ethically wrong, Sometimes it is used to discriminate against individuals.  [Systemic Racism: Australia's great white silence | Jonathan Sri | TEDxQUT](https://www.youtube.com/watch?v=gHuvxdYfPyo) (Duration 15:29) Watch the video and complete a SWL (Saw, Wonder and Learnt) chart.  Based on the students understanding of the video, they are to write a recount of a time they witnessed racism or discrimination. They are to describe the situation in detail and explain how it made them feel. They are to ensure they use appropriate language forms and features of this text type. The class teacher can provide a scaffold to support students in composing their response.  **Being the outsider**  Students will read through the article titled ‘[How it Feels to be an Outsider](http://www.crescentsofbrisbane.org/Files/InPerth.pdf)’.  This can be amended into a reading response task.  Once they have completed reading the article, answer the following questions:   1. In the article, a woman says to her companion ‘Move away from the bomber’. Why do you think she said this? 2. What different reactions did people have to the journalist as she was walking around the city? 3. How did the journalist’s visible difference result in her being stereotyped?   Make a list of some of the challenges that people from visibly different minorities might face each day. | Students discuss the terms and correctly define them.  Students develop an accurate timeline of events.  Students work collaboratively to research a policy or period and explain either verbally or written what the impact was.  Students write a reflective piece about the way/s in which the Australian identity/demographic has changed over time.  Students write an explanation about how and why the chosen extract conveys important ideas.  Students write an interview transcript appropriate to audience and form.  Students create a list of ideas – before and after. Discussion includes appropriate metalanguage.  Students discuss relevant ideas and themes and compose accurate questions based on the content.  Students create a storyboard with aptly chosen events.  Students consider a range of character facets and include multiple perspectives.  Students utilise first person and personal tone to empathise with an alternative perspective.  Students use visualisation techniques and visual literacy to create a meaningful representation.  Students select accurate information to record on a storyboard and discuss relevant ideas.  Students utilise figurative language techniques to compose a song/ lyric relevant to the texts.  Students use formal language to compose a historically accurate biography.  Student engagement and completion of SWL chart.  Student composition of recount.  Written responses to questions. |
| Year 11  ES11-1  recognise the ways that social, community and workplace texts are constructed for particular purposes, audiences and contexts  identify and describe elements of literary texts, for example characterisation, narrative, tone, description and setting  discuss the ideas, themes and emotions represented in literary texts  ES11-5  understand that words and grammatical choices may vary in meaning depending on the context of use  compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in texts  ES11-9 appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audience  Year 12  ES12-1  explain how social, community and workplace texts are constructed for particular purposes, audiences and contexts  explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and setting  compose more sustained texts that explore the main ideas in texts  ES12-5  identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech  use language accurately and appropriately to communicate own ideas in a variety of contexts  develop and use appropriate vocabulary and skills in using accurate spelling, punctuation and grammar  ES12-9 appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience | Refugees and asylum seekers  Refugees and asylum seekers have been a hot topic in Australia for many years now. There have been intense debate about resettling individuals in Australia. Students will explore the impact of arriving in Australia and becoming Australians on those who have lost their home.  Students explore the [Roads to Refuge](http://www.roads-to-refuge.com.au/) website. The teacher selects the activities from the website for the students to complete and gain an understanding of what is a refugee/asylum seeker.  Students brainstorm the myths that exist in Australian society about refugees and asylum seekers. Each student writes their ideas on a post-it note and they are collated as a class. Teacher leads class discussion on the topic.  Media representations  Use the ‘[Refugees in the media](https://www.humanrights.gov.au/sites/default/files/content/education/face_the_facts/Individual%20resources%20and%20downloads/AS_refugees_in_the_media.pdf)’ link to complete the activity based on how refugees and asylum seekers are represented in the media and how this influences the opinion of members of Australian society.  Experiences of refugees and asylum seekers  Select one of the following texts as a close study (or one of your own choosing):   * ‘The Little Refugee’, Anh Do and Suzanne Do, illustrated by Bruce Whatley, Allen & Unwin, 2011 * ‘The Happiest Refugee: My Journey from Tragedy to Comedy’, Anh Do, Allen & Unwin, 2010 * ‘Mary Meets Mohammad’, Heather Kirkpatrick, 2013 * ‘Songs of a War Boy’, Deng Adut, Hachette Australia, 2016   Students can respond to the texts they have read in a number of ways. These may include (but are not limited to):   * Reader response   + Pick the part of the text that reflects the concept of being a refugee/asylum seeker. You can choose an important word/line/image/object/event in the text and explain why you chose it. Be sure to support all analysis with examples. * Author interview   + Write an interview or letter to ask series of questions and reflect on how they feel about their process of developing an Australian identity. * That was then, this is now   + After reading the text, create a before/after list to compare the ways in which individuals or groups sense of identity/ belonging has developed due to the individual’s need to seek refuge in Australia. Follow up with discussion of reasons. * Make your own test   + Have students create their own test or essay questions about the text which would explore the experiences of being a refugee/asylum seeker. * Storyboard   + Individually or in groups, create a storyboard for the journey of the refugee/asylum seeker. * Open mind   + Draw an empty head and inside of it draw any symbols or words or images that are bouncing around in the mind of the refugee/asylum seeker. Follow it up with writing or discussion to explain and explore responses. * Dear diary   + Keep a diary as if you were the persona/individual telling the story. Write down events that happen during the story and reflect on how they affected their sense of identity as an Australian. * Draw!   + Translate events into storyboards and cartoons; draw the most important scene in the journey of the refugee/asylum seeker and explain its importance in terms of representing the individual’s sense of identity. * Timeline   + Create a timeline that includes both the events in the text and historical information of the time that had a significant impact on the individual’s identity as an Australian. Try using post-it notes in order to correctly sequence events. * Biography   + Write a biography of one of the individuals who most interests you. Focus on their experiences of forging an identity within the Australian community. | Student completion of teacher selected activities.  Student contribution to class brainstorm.  Student completion of activity.  Students write an explanation about how and why the chosen extract conveys important ideas.  Students write an interview transcript appropriate to audience and form.  Students create a list of ideas – before and after. Discussion includes appropriate metalanguage.  Students discuss relevant ideas and themes and compose accurate questions based on the content.  Students create a storyboard with aptly chosen events.  Students consider a range of character facets and include multiple perspectives.  Students utilise first person and personal tone to empathise with an alternative perspective.  Students use visualisation techniques and visual literacy to create a meaningful representation.  Students select accurate information to record on a storyboard and discuss relevant ideas.  Students use formal language to compose a historically accurate biography. |
| Year 11  ES11-9 appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audience  Year 12  ES12-9 appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience | ‘The Other’  In simple terms, we use the concept of “Other” to distinguish between ourselves and those of different traits – such as nationality, religion, gender, or ethnicity. Since the Howard era, collective Australia (“public Australia”), has been obsessed with negative perceptions of the Other and in doing so has damaged the ‘Australian Self’. Discuss this statement by John Howard (Prime Minister of Australia 1996-2007)  “We will decide who comes to this country and the circumstances in which they come.”  It is also well-known that when fear increases, society becomes more conservative. Attitudes (and elections) can be swayed by spreading fear and illusion about ‘the Other.  Question: Brainstorm who are ‘the other’ in Australian society? Does ‘the other’ change depending on where you go in Australia (urban, rural, state to state, and so on)?  Think about reasons why commonly held attitudes towards some groups might exist? How are they reinforced by the media? Should we try to change them? And what can we do to challenge them?  Women and children  Many would argue that perspectives and experiences of gender impact on both traditional and contemporary narratives of Australian identity.   * Women’s experience in the Parramatta female prison – [Parramatta Female Factory](http://www.jenwilletts.com/female_factory_parramatta.htm)   + How were convict women treated differently to men? Why do you think this is so? Compare the treatment of indigenous and non-indigenous women in Australia and write a comparative table of points. * An African women’s network supporting new arrivals facing abuse is proving so successful it’s opening its arms to migrant women from all cultures – [My Sister’s Keeper: Women’s network supporting new migrants facing abuse](http://www.sbs.com.au/news/article/2015/03/10/my-sisters-keeper-womens-network-supporting-new-migrants-facing-abuse)   + Discuss why migrant women in Australia are treated differently? Are they discriminated against? How and why?   Gender  What role has and does gender play in defining ideas of identity?   * The Adventures of Priscilla – Queen of the Desert * [Is Australia Racist? Documentary provides revealing look into country’s attitudes](http://www.news.com.au/entertainment/tv/is-australia-racist-documentary-provides-revealing-look-into-countrys-attitudes/news-story/354d76a1dc1056ac13a9691e42161af1)   Religion   * [Insight – I’m Not Racist, But...](https://www.youtube.com/watch?v=lfTUMc7yS54) (Duration 51:30 minutes) * [A Multi-Faith Society: The Pathway to Harmony](http://rightnow.org.au/opinion-3/a-multi-faith-society-the-pathway-to-harmony/)   + Contemporary resources on religion, race, refugees, identity   Political persuasion  Examine the ideas/attitudes towards Australian identity from different political parties. Compare and contrast the similarities and differences.   * [Greens](https://greens.org.au/) * [Nationals](http://nationals.org.au/) * [Labour](http://www.alp.org.au/) * [Liberal](https://www.liberal.org.au/) * [One Nation](http://www.onenation.com.au/)   Homelessness   * Anti-Discrimination Act/legislation * [The Oasis](http://www.theoasismovie.com.au/) (documentary) * [The Choir of Hard Knocks](http://www.choirofhopeandinspiration.com/) (documentary) * [Homelessness](http://streetsmartaustralia.org/homelessness/) (StreetSmart) * [Street Socceroos Ready to Kick Goals at the Homeless World Cup](http://streetsmartaustralia.org/street-socceroos-ready-to-kick-goals-at-the-homeless-world-cup/) (StreetSmart) | Students written and verbal responses to questions. |

Reflection and evaluation

Invite students to complete the student reflection (Resource 1), then complete your own unit evaluation to support improved delivery next time (Resource 2).