 Year 12 Standard English

Unit title

Module A: Language, Identity, Culture – Henry Lawson short stories

Duration

9 weeks

Description of unit

This module invites students to explore and examine the ways in which individual and collective identity is formed and how this is reflected in texts. As the core text is a suite of short stories by Henry Lawson, the focus will be on Australian cultural identity. Students will be asked to examine, compare and critique Lawson’s representation with their own lived experience.

Students will examine their own identity as individuals within the Australian context by discussing and documenting their own self-perceptions. Through analysing, assessing and critiquing a range of textual material, in particular short songs, poems and multimedia clips, students will consider the impact texts have on shaping their personal identity as well as the identity of Australia. In considering the power language has to shape and reflect who we are, students will study the prescribed short stories by looking at gaps, silences, culture and context.

Students will examine Lawson’s context and consider how his use of language, textual forms and features expressed his ideas. Through responding and composing, they will question all texts studied by asking how each affirms, ignores, reveals, challenges and or disrupts their own belief about what it means to be Australian.

Focus questions

* How does language in this text affirm, ignore, reveal, challenge or disrupt your beliefs/ideas about what it means to be Australian?
* Does this text represent your experience of Australia?
* What are the gaps and silences in this text? Whose voice is left out?

Outcomes

* EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
* EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
* EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
* EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning
* EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

All outcomes referred to in this unit come from [English Standard Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales,2018

| Assessment for learning | Assessment as learning | Assessment of learning |
| --- | --- | --- |
| * Students write a brief summary. Teacher will collect and be able to direct the next lesson based on their understanding * Activity 2 – students consolidate their understanding from a group activity into individual writing * Resource 1 is a worksheet which can be completed and assessed by teacher or as assessment as learning through peer feedback * Students answer short answer questions which continue to build on the classroom experiences to date * Students answer guiding questions and brainstorm with a graphic organiser * Q&A – clarifies student understanding of how language, particularly accents, affect identity through answering questions as a group * Questions on language and identity- This will show if the students are growing in their understanding of how language can shape meaning, culture and identity * Resource 3 is designed to have multiple opportunities for the student to demonstrate their learning- in written analysis and in dot-points using the foundations of Super Six comprehension (text to self, text to text, text to world). It is designed as a ‘master sheet’ which can be used for all texts regardless of teacher choice. This sheet can be collected and used to assess student learning * Conclusion of pre-learning and concept – worksheet summary. This worksheet ties together all the ideas from the initial exploration. Teacher marks and gives feedback. Understanding that English is recursive, some key points may need to be reinforced prior to going on to the core texts. * Prescribed text study: students will complete analysis tables, guided questions and creative tasks. | * Resource 1 is a worksheet which can be completed and assessed by teacher or as assessment as learning through peer feedback * Students will individually complete a diagram as a basis for class discussion. This pre-reading activity asks students to use a process which will aid their response to texts * Creative task – application of the principles discussed and studied. Students present this to the class and receive feedback via accountable discussions. This is assessment as learning, allowing for peer assessment and self-reflection * If using Option 2 for Formal assessment task – workshop creative writing drafts with other students. Apply feedback, draft, edit, revise * At the completion of the unit students reflect on the process, result and understanding gained in this unit. | Two summative assessments are offered as options (Assessment tasks):   * Multimodal task   Students deliver a slideshow presentation. The aim is to make the multimodal presentation more than an ‘essay on legs’ or reading from slides. Students may include voice-over for their slides or deliver to an audience. In the presentation they will be asked to choose three key ideas from Lawson’s stories, show where the idea is represented and how the words carry meaning in shaping identity and culture. They need to then show the evolution of the idea by connecting the idea in Lawson (the original) with its manifestation in a later/contemporary text.   * Imaginative writing task   Students will be offered several creative writing opportunities throughout this unit. Considering both formative and summative assessment (for and as learning) students will be able to workshop with other students and then submit a polished piece. |

Texts

Lawson, Henry, The Penguin Henry Lawson Short Stories, Penguin, 2009, ISBN: 9780143180128

The Drover’s Wife, The Union Buries Its Dead, Shooting the Moon, Our Pipes, The Loaded Dog

Various short texts as referenced through the unit

A note on the annotated resources

Henry Lawson’s stories are Creative Commons. Some or all works by this author are in the public domain because they were published before January 1, 1923.The author died in 1922, so works by this author are also in the public domain in countries and areas where the copyright term is the author's life plus 80 years or less. Works by this author may also be in the public domain in countries and areas with longer native copyright terms that apply the rule of the shorter term to foreign works. Text is available under the [Creative Commons Attribution-ShareAlike License](https://creativecommons.org/licenses/by-sa/3.0/).

A note on the resources in this unit

This is a comprehensive program that has multiple texts that support this unit, the prescribed text Henry Lawson’s short stories are the key focus. It is important that teachers choose the teaching and learning activities that suit their students and school.

| Outcomes and content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| * EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning   + understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalising | Session 1 – Introduction to the module  This unit does not begin with a rubric analysis. In some ways it works backwards- giving students experience of the rubric terminology and then asking them to apply it.   1. Students are given the title of the module 2. In pairs they are given two minutes to brainstorm on this question ‘Language, identity, culture. What do you think this module will focus on?’ Ask them to expand on the terms 3. Then, pairs join into groups of 4, adding to the word bank 4. Divide the smartboard, whiteboard or chalkboard into two sections 5. Form 2 teams in the class 6. Each team has a marker, chalk or similar. 7. Relay activity (under a 5 min countdown) where each team member can only write one word associated with the title on the board then passes the baton (marker) back to the next team member 8. Stop the clock after 5 minutes. Group with the most correct associated words wins   Individual writing task:  What do you think ‘Language, Identity, Culture’ means?  ‘Language has the power to reflect and shape individual and collective identity’ Do you agree? If you are not sure what this might mean, underline individual words and using your device or dictionary look them up and rewrite the statement so it makes sense to you before answering it.  Teachers will collect and be able to direct the next lesson based on their understanding | Students understand the key terminology through unpacking the key phrases in collaboration.  Students apply the knowledge in two ways- as a collective and as an individual.  Students complete an assessment for learning task, through creating a brief summary of the rubric. |
| * EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts   + assess how their knowledge of language features, text structures and stylistic choices helps them to engage with unfamiliar texts or textual forms | Session 2 – Introduction to the module   * Rubric. Hand it out and read through it with the students. Do not spend time explaining it just yet. * Activity 1: Speed dating the rubric   Cut the rubric into three sections  Enlarge each section onto an A3 page and tape another A3 page next to it.  Each section of the rubric needs to be placed at its own table with some highlighters, pens, dictionary or laptop.  You will need a timer and a bell.  Divide students into 3 groups and instruct students that they will need to refer to their full rubric sheet.  To begin: Each group sits in front of 1 section of the rubric   * Time limit for round 1 is 7 minutes * Time limit for round 2 is 5 minutes * Time limit for round 3 is 3 minutes.   Teacher instructs student groups to annotate, write questions, highlight what they think are key words, look up things in a dictionary or device.  As they come to a new round the students are to add to the overall annotation, answering previous questions where they can.  Activity 2: Resource 1  Direct students to work individually now and answer the following question:   * If you could turn the rubric into a series of questions what would they be? An example might be: How can a text impact the way we see ourselves?   For some Standard groups this will be too challenging. See Resource 1 for guided notes and Q&A on the rubric as an additional or alternative activity. | Students work in collaborative groups to analyse the key terms and directions of the rubric  Students consolidate their understanding from the group activity into individual writing by using Activity 2- Assessment for learning- Resource 1. This worksheet can be completed and assessed by teacher or as assessment as learning through peer feedback which will indicate their understanding of the rubric |
| * EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments   + appreciate the value of thinking about texts in different ways   + understand, assess and appreciate how different language features, text structures and stylistic choices can be used to represent different perspectives and attitudes | Session 3 – Collective and Individual Identity  A3 copy of Resource 2 provided to students. The centre circle is the student. They need to write words which represent them as an individual.  The next circle is ‘home’. Write words which show who they are at ‘home’ (for example: sister or daughter).  The next circle is ‘community’. Write words which show who they are in the community (for example: school student or Macdonald’s worker).  The section is ‘NSW’. Write words that show who they are in NSW (for example: a 16 year old student or a resident of….).  The next is Australia and the last is the world.  Discuss their answers with the class. Then attempt to define ‘individual identity’ and ‘collective identity.’  Questions:   * Going back to the rubric, what does ‘collective identity mean?’ * What does ‘individual identity’ mean? * Look at what you wrote in ‘Australia’. Talk with a partner to answer this next question: “How do you think the world sees Australians? * Creative Task: Tell students they are aliens and have each landed in different parts of Australia, you should give them different parts of the country: The bush, a city university, the beach and so on. * (students will most likely create stereotypical responses. This is a good thing. The aim is to show how the texts they have been exposed to shape their responses) They need to describe the inhabitants they find there:   What they wear, some words they say, what they eat or drink, what issues they may face and so on.  Students need to present to the class. This is a formative assessment and will guide the teacher in what skills need building prior to summative assessment time.  Use the strategy ‘Accountable discussions’ for peer feedback: Use [Accountable Discussions](http://www.theteachertoolkit.com/index.php/tool/accountable-discussions) for guided feedback discussions.  Students are encouraged to reflect on their writing. Completing a PMI chart (positive, minus, interesting) would be sufficient at this stage. | Students will individually complete the diagram as a basis for class discussion. This pre-reading activity asks students to use a process which will aid their response to texts.  Students answer short answer questions which continue to build on the classroom experiences to date  Students will complete a creative task which applies the principles discussed and studied. Students present this to the class and receive feedback via ‘Accountable Discussions’. This is assessment as learning, allowing for peer assessment and self-reflection. |
| * EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning   + understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalising * EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments   + appreciate the value of thinking about texts in different ways * EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning   + identify and question cultural assumptions and values in their own texts and in their responses to the texts of others   + assess and reflect on the ways values and assumptions are conveyed   + analyse how language and argument can create or reflect bias that may shape cultural perspectives * EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning   + investigate and use specific vocabulary, including evaluative language, to express shades of meaning, feeling and opinion   + engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning * EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure   + explain how and why texts influence and position readers and viewers   + analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences | Session 4 – The Australian identity through texts  Question for individual or class discussion:   * What songs, stories, films, artworks do we collectively associate with being Australian?   Using the information from the question above, create a class brainstorm or collaborative mind map (on paper or using a program such as Canva) about our collective Australian identity.  Look at the Resource 3a – Making Connections to open dialogue about iconic Australian identity. The teacher will need to print the images or display them for the students and play the clips on a smartboard or give students the links to research  Session 4a  Read the article on the website below and look at the annotated images on the ‘Aussie bloke’ and ‘Aussie sheila’ from [convict creations.](http://www.convictcreations.com/research/languageidentity.html)  (Language warning – please view this resource prior to showing students)   * Do you agree with this website’s statement that we do not speak differently depending where we come from? * Do you think that the ‘Aussie bloke’ is seen as a good thing where the ‘Aussie sheila’ is seen unfavourably? * View the clips as a class. Pose the following questions to the group:   + Do you think that the ‘broad Australian accent’ is seen as a mark of masculinity? (being a ‘bloke’)   + When you listen to the ‘General Australian accent’ what and or who do you think it represents?   + Do you hear a ‘cultivated accent’ often? With what do you associate this accent?   + Look at clip of Malcolm Fraser. He speaks in a cultivated way, making it sound like we can trust his expertise. What does he say we value as a nation? Do you agree?   Does this text:   * affirm * challenge * ignore * reveal * disrupt   your own belief about what it means to be Australian?  Use Resource 3b to answer this in a table.  Language and identity  Students attempt to take this [‘fake Aussie citizenship test’](http://www.ozjokes.com/jokes/pure-aussie/2327-2007-australian-citizenship-test) (offensive terminology and some out of date celebrities etc. in text.) Teachers may like to make their own.  Answer these questions:   * How does this test attempt to shape our collective identity as Australians? How are we supposed to or expected to act? * What cultural perspectives are ignored? * See Resource 4 (where the following questions are in a worksheet) or draw two columns. Write Men as the heading of one column and Woman as the heading of the other * From the test, write any words about men in one column and about women in the other * Are the words negative or positive in connotation? * What does this show you about the way language is used to shape the way we see ourselves? * What if you don’t fit into any of these categories? Are you still Australian?   Does this text:   * affirm * Challenge * Ignore * Reveal * disrupt   your own belief about what it means to be Australian?   * Ask students to tick which apply and write a short rationale explaining why they think so. * Use the “justify” scaffold Resource 4a   Aussie Slang   * How can our own special ‘language’ define us? * Look at these [Aussie slang words and meanings:](https://nomadsworld.com/aussie-slang/) (This link must be pre-read and considered in the context of your classroom. Suggestions include only using phrases that define us, not viewing the website in class, but rather considering a few phrases.)   + Complete Resource 4b | Students will create a collaborative mind map  Students answer guiding questions and brainstorm with graphic organiser  Students clarify understanding of how language (particularly accents) affect identity by answering questions as a group  Students will demonstrate their growing understanding of how language can shape meaning, culture and identity. Teacher monitoring of these answers will aid in assessment of student understanding  Students share a short rationale with the teacher either on paper or through Google docs or classroom or Moodle which will provide an entry point for discussion and clarification  Students demonstrate their understanding of the key concepts of the rubric through using Resource 3b which offers multiple opportunities for the student to demonstrate their learning-through written analysis and in dot points using the foundations of super six comprehension (text to self, text to text, text to world). It is designed as a ‘master sheet’ which can be used for All texts regardless of teacher choice. This sheet can be collected and used to assess student learning |
| * EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning   + understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalising   + analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage * EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning   + analyse literary texts created by and about a diverse range of Australian people, including Aboriginal and/or Torres Strait Islander People(s) and people with Asian heritage, and assess the different ways these texts represent people, places and issues   + analyse and assess cultural assumptions in texts, including texts by and about Aboriginal and or Torres Strait Islander People(s) and people with Asian heritage   + assess different perspectives, attitudes and values represented in texts by analysing the use of voice and point of view | Session 5 – Song texts, poetry and film  A small sample offering possibilities is evident below, this is not a comprehensive list and teachers can replace or add any other texts to support the activities. Remember the focus is on language, culture and identity. For each text draw students into analysis by asking them to complete Resource 3. It is suggested that Resource 3 is enlarged to A3.  Resource 3b asks: Does this text affirm, challenge, ignore, reveal, disrupt your belief about what it means to be Australian?  Ask students to tick which apply and write a short rationale explaining why they think so.  Venn Diagram – Resource 3b, page 2   * Left side is ‘Australia as represented by the text’ (How does the text represent Australia?) * The cross over centre is ‘Australia that belongs to text and me’ (these things are found in the text and I also believe they represent my Australia) * Right hand side ‘The Australia I belong to’ (The text doesn’t say these things about this aspect of Australia but it is my experience)   Key question: who is not represented (or represented negatively) in these songs or clips?  Some suggestions for supporting texts (one or two from each section will suffice)  When choosing your ‘range of textual material’, each text will ideally have a different focus- landscape, language, icons, characters and so on. These are some suggestions only.  Representations of Landscape  [Sounds of Then (This is Australia) Gangajang](https://www.youtube.com/watch?v=ML9h3I5Uktw)   * [Lyrics](https://genius.com/Ganggajang-sounds-of-then-this-is-australia-lyrics)   (Students could analyse and annotate online via genius)   * Analysis of lyrics and or the music including its use in the [Coca Cola advertisement](http://australianlandscapeinmusic.blogspot.com/2008/11/sound-of-australia-instrumental-aspects.html)   Representations of language and Australian identity  [True Blue](https://www.youtube.com/watch?v=ceWKrsJX9N4)  (spend some time on the images as well as the ‘version of Australia’ painted here)  [And the band played Waltzing Matilda](https://www.youtube.com/watch?v=E22gszljklc)  [I am Australian](https://www.youtube.com/watch?v=NrcUKgP_sks) (in language-indigenous)  Compare with the representation in [YouTube Video – ‘I am, you are, we are Australian’](https://www.youtube.com/watch?v=rjkrjYitgeA)  Remember to use Resource 3b. You could also ask for this Resource:  ‘How does the change of language from English to Yawaru shape what it means to be Australian? Does it change the message?’  Representations of Indigenous Australia  Remember you are not just studying ‘cultural representation’ but looking at the words and language (including visual language) used to describe Australians collectively and individually. Keep bringing that back into focus. Sections of these texts are sufficient.   * [Crocodile Dundee](https://www.youtube.com/watch?v=dqa0X431fKE) * [Crocodile Dundee 2](https://www.youtube.com/watch?v=ttYdJRtmZJU) * [Cleverman trailer](https://www.youtube.com/watch?v=SJ6PvIsr1-M) * [Redfern Now](http://www.abc.net.au/tv/programs/redfern-now/) * Short stories: Going Home (Archie Weller) * Memoir: Talking to my country (Stan Grant) * Seven Stages of Grieving (playscript) Wesley Enoch and Deborah Mailman (1996) * [Stan Grant’s IQ debate speech](https://www.youtube.com/watch?v=uEOssW1rw0I)   Resource 5 has this speech annotated for teacher or student use.  Women and Men   * He speaks woman ([Carlton mid strength beer commercial](https://www.youtube.com/watch?v=7MKeTiABD4E)) * Woman Whisperer: ([Carlton mid strength beer commercial](https://www.youtube.com/watch?v=WXUql7Z-zfg))   For these advertisements you may wish to consider looking at the way women are represented as a barrier to men’s goals. This would connect well with ‘our pipes’ and the drinking culture of ‘Union buries its dead’   * Shagger’s Funeral- Bruce Dawe – Resource 5a   Representations of Australian ‘characters’   * [The Australia Day LAMB ads](file:///C:\Users\jhillyer1\Downloads\•%09https:\www.youtube.com\watch%3fv=fBTWc4i_Fhw&list=PLzYzPiDDl7pB4cuGvE_5IfkeqbmJE5aKK) * [Gettin’ Square](https://www.youtube.com/watch?v=pFS6WAXea5s)- extract from the film (language warning) [Notes on the film](https://aso.gov.au/titles/features/gettin-square/notes/) * Paul Kelly: [How to Make Gravy](https://www.youtube.com/watch?v=uoJxigEuVC4) * Paul Kelly [Ted X on How to Make Gravy](https://www.youtube.com/watch?v=PxugNpP3e5s) * Some other texts to explore: Muriel’s Wedding, Crocodile Dundee, Kath & Kim * Other areas to consider   Teachers may also like to consider: our veneration of the ‘convict’, The ANZAC legend. Look at how language is used to create the ideas  Conclusion of Session 5  Newspaper article- tying initial ideas together. Students to read the [newspaper article](http://www.abc.net.au/news/2007-08-23/i-am-you-are-we-are/648168) and complete Resource 5b. | Students will summarise their learning and show their understanding of these foundational activities through completing this task. This worksheet ties together all the ideas from the initial exploration. Student will receive marked feedback from the teacher. Understanding that English is recursive, some key points may need to be reinforced prior to going on to the core texts. |
| * EN 12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments   + analyse how the contexts of composers (authors, poets, playwrights, directors, designers and so on) or responders (readers, listeners, viewers, an audience and so on) influence their perspectives and ideas | Session 6 – Henry Lawson – context  Explain to the class and or write on board.  Henry Lawson’s stories started some of the ideas on what Australian cultural identity means. Try to think of Lawson’s stories (and the other foundational stories of Australia’s culture) as a seed. They were planted in Australian consciousness when Australia was an emerging nation and was trying to define itself away from England (the Mother Country). Over time other branches grew, offshoots of the original seed. Even in contemporary texts we will see echoes of Lawson in ideas of mate ship, egalitarianism, disdain for authority, larrikinism, drinking or smoking and or joking and tall tales or yarns. This doesn’t mean that this collective identity represents everyone in Australia, it just means that it is where the ideas started. Let’s examine Lawson’s world to see where the ideas came from.  Expert jigsaw (For a quick [‘How to’ Jigsaw](https://www.jigsaw.org/)) – Using four different websites on Henry Lawson or copies from four different print mediums  Four different aspects of Lawson’s life and context:   * [Australian Dictionary of Biography](http://adb.anu.edu.au/biography/lawson-henry-7118) * [Biography.com](https://www.biography.com/people/henry-lawson-9375700) * [The Famous People.com](https://www.thefamouspeople.com/profiles/henry-lawson-6104.php) * [Henry Lawson Festival.com](https://www.henrylawsonfestival.com.au/general-information/henry-lawson)   Students complete Resource 6 – questions on context and applying this to questions on collective and individual identity. For teachers who do not have a cohort or the numbers to run a cooperative learning task this could be run as a Webquest over two lessons (encouraging students to add more sites to it). | Students to engage in jigsaw task to demonstrate understanding of Lawson’s context |
| * EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts   + re-create texts by changing context, perspective or point of view and assess the effectiveness of these changes   + use and manipulate generic forms in a range of modes and media for different audiences and purposes   + use different ways of transforming experience and ideas into imaginative texts for particular audiences and contexts   + sequence writing to produce cohesive and sustained texts * EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments   + analyse how the contexts of composers (authors, poets, playwrights, directors, designers and so on) or responders (readers, listeners, viewers, an audience and so on) influence their perspectives and ideas | Session 7 – The stories (core text)  For each of the stories there is an associated teacher resource which is a sample analysis grid. It is expected that for each story students' complete Resource 3 as well as filling in analysis tables.  While glossaries are either provided or embedded in annotations, this site may be useful:  [ANU Australian Word, definitions and Idioms](http://slll.cass.anu.edu.au/centres/andc/meanings-origins/m)  Resource 7 – The Drover’s Wife  Students will complete Resource 7 which has activities on the story ‘The Drover’s Wife’ including a quote and analysis table.  If you need to see a completed analysis table, look to Resource 10 on ‘Shooting the Moon.’  Resource 7b is an annotated copy of the text (as a table) which students can use to complete the table or construct your own version if you prefer. Again it is not exhaustive but a good head start.  Resource 3 could still be used as a ‘master sheet’ to connect to the rubric.  Resource 8 – The Union Buries its Dead  Teachers to use Resource 8 which explores the following elements:   * Background on the story and trade unionism * Reading activity- highlighting values * Using annotated story to complete analysis table * Creative writing assessment for learning activity   If you haven’t already used it you may consider ‘Shagger’s funeral’ – Resource 5a here: as an examination and comparison between Lawson and Dawe.  Resource 9 – Our Pipes  Resource 9a – Masculine and Feminine Australian identities (intro to the text)  Resource 9b – Annotated table of techniques and ideas  Resource 9c – ALARM guided questions on the text  Resource 10 – Shooting the Moon  The Loaded Dog [Annotated The Loaded Dog](https://wwhsmissholding.weebly.com/uploads/9/7/7/0/97709444/the_loaded_dog_annotated.pdf)​  [Jack Thompson reading (and discussing) The Loaded Dog](https://www.youtube.com/watch?v=oD_weqL79hQ)  Then listen to the [full audio story](https://www.youtube.com/watch?v=x6NxzrYTPd4) as you read along.  Resource 11 – The Loaded Dog summary and analysis table.  Use the annotated copy form the link above to fill in the table in Resource 11. | Students analyse, assess and critique the specific language features and forms of texts  Students will complete analysis tables, guided questions and creative tasks |
| * EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning   + understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalizing * EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts   + re-create texts by changing context, perspective or point of view and assess the effectiveness of these changes * EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner | Assessment task  Option 1 – The multimodal presentation  Define ‘multimodal’ for students  Multimodal is defined in the Australian Curriculum as the strategic use of 'two or more communication modes' to make meaning, for example image, gesture, music, spoken language, and written language.  Hand out assessment task  Students explore the different possibilities for presentation. Show examples of Prezi, PowerPoint or others you are aware of, to students. Ask them to write a personal reflection on:   * What technological skills do I need to complete the task? * What research skills do I need to complete this task?   Visual literacy: Revise [visual literacy](https://visual-literacy-skills.weebly.com/visual-techniques.html)  Presentations & reflections: Students present their tasks and teachers assess. After they receive their results students should write a 200 word reflection.  Here are some example reflection sheets:  [Example 1](https://www.iidc.indiana.edu/styles/iidc/defiles/instrc/tuestips/student_self_eval_benefits.pdf)  [Example 2](http://www.readwritethink.org/files/Resources/lesson_images/lesson419/Self-Reflection.pdf)  Option 2 – Imaginative task  Part A: Students are required to creatively re-imagine one of the prompts given during their study of Lawson’s stories. They must affirm and or challenge and or disrupt the same idea about culture and or identity presented in the original story.  Part B: Reflection  Write a 200 word reflection explaining how you challenged and or affirmed and or disrupted the ideas on culture or identity from the original story. Explain why you did this. Reflect on what your new story says about the collective Australian identity or about your individual identity. | Assessment of Learning  The multimodal task will consolidate learning. It will also allow for transferring of knowledge from the printed word in Lawson’s stories into a multimodal presentation.  Students reflect on the process, result and understanding gained in this unit. Reflection is assessment as learning |

Reflection and evaluation