 Year 12 English Standard – Module A

Unit title

Module A – Language, Identity and Culture

Duration

9 weeks

Unit rationale

This module invites students to consider, question and challenge how assumptions and beliefs about themselves, individuals and cultural groups are formed. Their opinion will be scaffolded by an investigation and evaluation of the role that language and culture play in shaping and reflecting individual and collective identities.

Pertinent to their investigation will be the study of Pygmalion, as they explore, explain, analyse and assess the ways in which George Bernard Shaw communicates, critiques and satirises ideas about individual and collective identity, as well as cultural perspectives. Students will consider how the representation of a clash of class and a critique of language leads to a change in cultural and individual perspectives on education and gender. Students will engage with this dramatic text through a variety of modes, including, reading, representing and listening, to deepen their understanding of how Shaw’s use of language (cockney dialect, tone, register, speech and vocabulary) and characterisation (as a medium through which ideas, societal attitudes and values are conveyed) to affirm, ignore, reveal, challenge or disrupt cultural prejudices.

During their study, students will be guided towards the thematic exploration of three critical overarching ideas that elucidates Shaw’s didactic message. These include education and language as a means for individual growth; conflicting cultural worlds (including education, social class and gender), and; evolving and transformative identities.

Students will be provided with enrichment opportunities to conduct collaborative research of Shaw’s context, participate in whole-class analysis, and dramatic performance of key scenes to demonstrate the relevance of dramatic conventions. Further, students will be provided with opportunities to represent and justify their own interpretation of the module to the cohort through a multi-modal visual presentation. In their creative compositions and visual representations, students will experiment with language and form to compose imaginative texts that explore representations and appropriations of identity and culture, echoing Shaw’s intent to adapt the Pygmalion myth and subvert the Romantic genre. Finally, students will demonstrate knowledge of Shaw’s textual forms, conventions and features to develop extended analytical responses that express their ideas clearly and cohesively.

Note – There is more material in this unit than a teacher could typically deliver in 30 indicative hours. It is expected that teachers will choose texts and learning activities that are appropriate to the students’ needs and the school context.

Texts

Shaw, Bernard, ‘Pygmalion’, Penguin Classics, 2003

Focus questions

* What role does language place in shaping individual or collective identity?
* How does language affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about gender and class?
* How can texts challenge our understanding of culture and identity?

Outcomes

* **EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* **EN12-2** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
* **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
* **EN12-6** investigates and explains the relationships between texts
* **EN12-7** explains and evaluates the diverse ways texts can represent personal and public worlds
* **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

Assessments

Multimodal presentation

Students are required to visually represent one central idea from the play Pygmalion (Part A). Students must also deliver a speech (Part B: 3 to 5 minutes) that effectively conveys the process of composition and connection to the text. Their response may take the form of the following: an object/sculpture, a painting, a book cover, a poster, a collage or a diorama. Further possibilities are negotiable with the teacher.

Critical essay

Students compose an analytical response to an unseen question under exam conditions. Upon submission, this response is peer marked using a template provided within the program. After the peer marking process, students are required to improve their response and resubmit it to the teacher.

| 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**   * Respond to and compose texts:control language features, text structures and stylistic choices of texts to shape meaning and influence responses   **EN12-4 ADAPTS AND APPLIES KNOWLEDGE, SKILLS AND UNDERSTANDING OF LANGUAGE CONCEPTS AND LITERARY DEVICES INTO NEW AND DIFFERENT CONTEXTS**   * Respond to and compose texts:use specific language and literary devices, for example rhetoric, to communicate broad ideas for different purposes   **EN12-7 EXPLAINS AND EVALUATES THE DIVERSE WAYS TEXTS CAN REPRESENT PERSONAL AND PUBLIC WORLDS**   * Respond to and compose texts:recognise and evaluate different interpretations of texts that derive from different perspectives   **EN12-8 EXPLAINS AND ASSESSES CULTURAL ASSUMPTIONS IN TEXTS AND THEIR EFFECTS ON MEANING**   * Understand and apply knowledge of language forms and features:assess and reflect on the ways values and assumptions are conveyed | Session 1: Decoding the rubric  Focus Area: Introduction of Module A and understanding the rubric  Activity 1 – Introduction to the concept and rubric   1. Students are issued with Resource 1 rubric. 2. Teacher leads first reading of the rubric. Students underline important or unknown terms and phrases. 3. Students identify the key words that capture the essentials of what needs to be studied in the module, for example, “how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups”. 4. Teacher is also encouraged to create acronyms when decoding the rubric, for example, “affirm, ignore, reveal, challenge or disrupt” can become CARDI (challenge, affirm, reveal, disrupt or ignore). 5. Using different colours, students will highlight the words “Language”, “Identity” and “Culture” and note how frequently they appear. (Teacher should avoid offering explicit definitions in order to determine prior knowledge and build on it.) 6. In another colour, students highlight all the verbs stated within the rubric. (Teachers may seek definitions from the [NESA Board of Studies HSC verbs](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html) website; definitions of the ALARM verbs can be located in resource 2-**alarm-verbs** or provided on their own).   Activity 2 – Jigsaw activity   1. In small groups, students will complete the table located in resource 3 **exploring the concepts** on the part of the rubric they have been assigned (Teacher discretion). Their goal is to identify: 2. What are the essentials? (Key points) 3. What does it mean? (Translate it into plain English) 4. What questions does the rubric pose? (What don’t I get)   At this point of their learning, it is acceptable if students are still questioning or using prior knowledge for terms such as language, identity, collective identity, culture, and cultural perspective. This will stimulate rich classroom debate and discussion among the group members about what these terms mean.   1. Groups present back to class. | Students unpack module and begin the construction of shared module metalanguage for accessing and examining the program.  Students colour code instructional verbs to demonstrate their understanding and introduction to ALARM.  Students engage in collaborative learning to unpack content and facilitate social and cooperative development.  Students present their knowledge and findings back to the class. Content may be challenged or discussed. |
| **EN12-1 INDEPENDENTLY RESPONDS TO AND COMPOSES COMPLEX TEXTS FOR UNDERSTANDING, INTERPRETATION, CRITICAL ANALYSIS, IMAGINATIVE EXPRESSION AND PLEASURE**   * Develop and apply contextual knowledge: examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts   EN12-2 USES, EVALUATES AND JUSTIFIES PROCESSES, SKILLS AND KNOWLEDGE REQUIRED TO EFFECTIVELY RESPOND TO AND COMPOSE TEXTS IN DIFFERENT MODES, MEDIA AND TECHNOLOGIES   * Respond to and compose texts: compose and analyse texts in different modes, media and technologies for a variety of purposes   EN12-4 ADAPTS AND APPLIES KNOWLEDGE, SKILLS AND UNDERSTANDING OF LANGUAGE CONCEPTS AND LITERARY DEVICES INTO NEW AND DIFFERENT CONTEXTS   * Engage personally with texts: assess how their knowledge of language features, text structures and stylistic choices helps them to engage with unfamiliar texts or textual forms | Session 2: Understanding the rubric  Focus Area: Students explore the concepts, seeking to establish agreed definitions.  Activity 1 – Defining the key terms   1. Students copy down the Syllabus definitions of ‘language’ and ‘culture’ in their books. 2. Language (NESA English Syllabus definition, 2017): A system of meaning, in spoken, written, visual and physical modes, for communicating ideas, thoughts and feelings. 3. Culture (NESA English Syllabus definition, 2017): The social practices and ways of thinking of a particular people or group, including shared beliefs, values, knowledge, customs, lifestyle and artefacts. 4. Students add other concepts or terms to these definitions of Language and Culture (See resource 4 suggest concepts for suggested terms). 5. Teacher then facilitates joint construction of the definition of the term ‘Identity’. 6. Modelled definition: Identity can be defined as the qualities and/or beliefs that make a particular person or group different from others. 7. Teacher may seek to offer a separate definition for “Identity” and “Collective/Community Identity”. 8. Students are issued with [Resource 5 Word Chart](http://www.educationoasis.com/printables/graphic-organizers/word-chart-5/). Using the Frayer Model Vocabulary Card, students select one concept (either Language, Identity or Culture) and complete the Word Chart as they: 9. Define the term (they may use their own definition or repeat definitions from step 1) 10. Identify what they associate with it and what they don’t 11. Examples from other texts (films, novels, TV shows, and so forth).   Activity 2 – The power of language   1. Students view the video [The Power of Language](https://www.youtube.com/watch?v=ECqu37loXMU) 2. Students complete the statement: “Language has the Power to…” in their books. Students must complete the statement considering the impact language has on individuals’ information, ideas, values and attitudes, as well as perceptions of ourselves, other people and various cultural perspectives. 3. Responses are shared around the class, in a round robin approach. 4. Students view the video [Always #LikeAGirl](https://www.youtube.com/watch?v=XjJQBjWYDTs) and compose a short response to the question in their books:    * How does the video show that language can demean and abuse a collective identity?   It is recommended that teachers unpack this question and link back to previously established definitions of “language” and “collective identity”.  For an extension opportunity, students can read the [At last, there’s no shame in acting ‘like a girl’](http://www.telegraph.co.uk/women/womens-life/10961856/At-last-theres-no-shame-in-acting-like-a-girl.html) article to explore how language that was originally used to demean can be used inspire others and challenge ‘prevailing assumptions and beliefs’. | Students make meaningful contributions to discussion, using prior knowledge.  Students collaboratively connect existing definitions to known relatable terms, establishing a shared understanding of the rubric.  Students apply increasing knowledge of vocabulary, text structures and language features to understand the context of these terms.  Student engagement through personal responses. Students’ explanation incorporates their own interpretation and understanding of the power of language.  Student responses are challenged as they reconsider the role of context and how assumptions about gender affect our interpretations. |
| **EN12-1 INDEPENDENTLY RESPONDS TO AND COMPOSES COMPLEX TEXTS FOR UNDERSTANDING, INTERPRETATION, CRITICAL ANALYSIS, IMAGINATIVE EXPRESSION AND PLEASURE**   * Develop and apply contextual knowledge: explain how and why texts influence and position readers and viewers   EN12-5 THINKS IMAGINATIVELY, CREATIVELY, INTERPRETIVELY, ANALYTICALLY AND DISCERNINGLY TO RESPOND TO AND COMPOSE TEXTS THAT INCLUDE CONSIDERED AND DETAILED INFORMATION, IDEAS AND ARGUMENTS   * Respond to and compose texts: assess their own and others’ justifications, evidence and point of view   EN12-7 EXPLAINS AND EVALUATES THE DIVERSE WAYS TEXTS CAN REPRESENT PERSONAL AND PUBLIC WORLDS   * Engage personally with texts: explain how their personal values and perspectives are reconsidered through their engagement with a variety of texts   EN12-8 EXPLAINS AND ASSESSES CULTURAL ASSUMPTIONS IN TEXTS AND THEIR EFFECTS ON MEANING   * Respond to and compose texts: analyse how language and argument can create or reflect bias that may shape cultural perspectives   EN12-9 REFLECTS ON, ASSESSES AND MONITORS OWN LEARNING AND REFINES INDIVIDUAL AND COLLABORATIVE PROCESSES AS AN INDEPENDENT LEARNER   * Understand and apply knowledge of language forms and features: understand and use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others | Session 3: Debating the ideas  Focus Area: Students make meaningful connections with the concepts.  Activity 1 – Provocative statements   1. Students are issued with resource 6 – Agree to Disagree. 2. Teacher reads through each statement, clearly explaining the meaning and establishing a shared understanding. Students must then read through the 16 provocative statements/questions on the topics of Language, Identity and Culture carefully, ticking whether they agree or disagree. Students must choose to either agree or disagree as the purpose of this exercise is to engage in a debate of their personal opinions on Language, Identity and Culture. This activity could also be administered as a Kahoot or a Google Form. 3. The teacher is also encouraged to participate and share their thoughts on these statements to elicit further discussion. 4. Whilst students share their responses, the teacher tallies up the students’ responses to build a class consensus on each statement.   Activity 2 – Extended writing activity   1. Students complete the extended writing activity at the bottom of resource 6 whereby students choose one of the bolded statements and compose the opening to a persuasive speech where they justify their position to the audience. 2. When students feel confident with their composition they must complete the Editing Checklist for Self- and Peer Editing located at the end of resource 6.    * Alternatively, teachers may ask students to perform their speech and the checklist can be modified as a Listening Task Criteria. | Students offer their opinion of provocative statements, as they make meaningful connections between ideas and their cultural assumptions.  Students compose a structured persuasive response, justifying their position with their own personal experiences.  Student learning is peer assessed, marking work against the Listening Task Criteria. |
| 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   * Develop and apply contextual knowledge: use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts   EN12-4 ADAPTS AND APPLIES KNOWLEDGE, SKILLS AND UNDERSTANDING OF LANGUAGE CONCEPTS AND LITERARY DEVICES INTO NEW AND DIFFERENT CONTEXTS   * Respond to and compose texts: use different ways of transforming experience and ideas into imaginative texts for particular audiences and 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   * Engage personally with texts: appreciate the value of thinking about texts in different ways   EN12-6 INVESTIGATES AND EXPLAINS THE RELATIONSHIPS BETWEEN TEXTS   * Develop and apply contextual knowledge: explain similarities and differences between and among texts with reference to their contexts | Session 4: Recognising the relationship  Focus Area: Students explore the concept of identity and the ways an identity may evolve and transform over time for different individuals.  Activity 1 – Individual versus collective identity   1. Teacher recaps terms Individual and Collective/Community Identity on the board. 2. Students are issued resource 7. 3. At the completion of the activity, teacher leads a debrief of the activity, noting the differences and similarities. 4. Teacher poses question:    * Would you rather be associated with a Collective Identity, losing a sense of independence or be associated with an Individual Identity, whereby you were constantly challenged to prove yourself?   Activity 2 – Identity as a process   1. Students are issued with resource 8 – Diagram on identity. 2. Students brainstorm examples from their own experiences around the Ladder of Change. 3. Students view the trailer for [Mean Girls](https://www.youtube.com/watch?v=KAOmTMCtGkI). 4. Upon the second viewing, students complete the blank diagram to determine Kat’s process towards achieving a new identity. 5. Further questions for discussion: 6. What role does language play in forming friends in a high school context? 7. Why is it important to be associated with a collective identity? 8. How can individual identities be dangerous?   Activity 3 – Representing the conceptual relationship   1. In groups of three, using SmartArt in Microsoft Word, students are to construct a visual representation that conveys the relationship and connection between the three concepts of Language, Identity and Culture. They may use any of the SmartArt Graphics, and they must be prepared to explain to the class their choice and how it shows this relationship. 2. Students may use other terms from the rubric or synonyms that have been established to help represent this relationship. 3. Groups present their group work to the class, reflecting on their visual representation and explaining the relationship between the three concepts. | Students make meaningful language decisions as they build their conceptual understanding.  Students make accurate connections between the rubric/diagram and the text.  Students work collaboratively to design representations that reinforce or challenge ways of thinking about the relationship between the concepts. |
| 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   * Develop and apply contextual knowledge: analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage   EN12-4 ADAPTS AND APPLIES KNOWLEDGE, SKILLS AND UNDERSTANDING OF LANGUAGE CONCEPTS AND LITERARY DEVICES INTO NEW AND DIFFERENT CONTEXTS   * Develop and apply contextual knowledge: use specific language and literary devices, for example rhetoric, to communicate broad ideas for different purposes   EN12-5 THINKS IMAGINATIVELY, CREATIVELY, INTERPRETIVELY, ANALYTICALLY AND DISCERNINGLY TO RESPOND TO AND COMPOSE TEXTS THAT INCLUDE CONSIDERED AND DETAILED INFORMATION, IDEAS AND ARGUMENTS   * Engage personally with texts: investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways   **EN12-1 INDEPENDENTLY RESPONDS TO AND COMPOSES COMPLEX TEXTS FOR UNDERSTANDING, INTERPRETATION, CRITICAL ANALYSIS, IMAGINATIVE EXPRESSION AND PLEASURE**   * Engage personally with texts: develop deeper textual understanding that enhances enjoyment in composing and responding to a range of complex texts including those by and about Aboriginal and/or Torres Strait Islander people/s | Session 5: Identity in a cultural context – The Indigenous Australians’ perspective  Focus Area: Students explore the ways cultural, collective and community identities are challenged, with a focus on how language facilitates this challenge.  Activity 1 – Language forms and features table   1. Teacher leads a brainstorm of what types of “textual forms and conventions, as well as language structures and features, are used to communicate information, ideas, values and attitudes”. (Module A: Language, Identity and Culture Rubric)   Teachers may direct the brainstorm towards a particular text type or aspects of learning from units previously studied.  It is important to note that teachers are encouraged to expose students to the NESA definition of Language Forms and Features (provided on resource 10) to shift away from rote learning of language techniques and prepare them for a more judicious understanding of how meaning is created and conveyed.  Terms such as:   1. Language 2. Forms, modes and media 3. Persuasive language 4. Structure, stylistic and grammatical features 5. Storytelling (which brings to mind features such as narrative technique, point of view, allegory and characterisation, as well as a variety of forms) 6. Visual, verbal and/or digital language elements of different modes and media 7. Students are issued with resource 10. A teacher answer sheet is provided on the following page.   Activity 2 – Listening to language – Stan Grant   1. Teacher leads a brainstorm about the Stolen Generation and Australia’s relationship with racism and indigenous reconciliation. Teacher may also seek to find a news clip on the racist attack on Adam Goodes (which Grant uses as his opening anecdote). 2. Students view [Stan Grant’s opening statement at the IQ2 Racism Debate](https://www.youtube.com/watch?v=uEOssW1rw0I). 3. Students are issued with resource 11. Students re-watch the video, using their Table of Language Features and Forms to understand and analyse the ways Grant uses language to “affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups” (Module A: Language, Identity and Culture Rubric, 2017)   Or:   1. Students are issued with the transcript of Grant’s speech located at the end of resource 11 and are to annotate examples of: 2. Words associated with Identity (including individual, collective and community identity) 3. Culture (including Indigenous and Australian culture) 4. Language features (including register, metaphor, inclusive language, imperative voice, irony, motif, modality)   Students may choose to use the same colour code employed in the Rubric annotation exercise. | Students make accurate and relevant contributions to discussion using prior knowledge of language forms and features.  Students demonstrate knowledge of how composers convey meaning using forms and features.  Student responses reflect an understanding of how Grant’s use of language can challenge or disrupt prevailing assumptions and beliefs. |
| 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 apply knowledge of language forms and features: explain the ways text structures, language features and stylistic choices are used in different types of texts   EN12-8 EXPLAINS AND ASSESSES CULTURAL ASSUMPTIONS IN TEXTS AND THEIR EFFECTS ON MEANING   * Understand and apply knowledge of language forms and features: assess different perspectives, attitudes and values represented in texts by analysing the use of voice and point of view | Session 6: TEDTalks – Different perspectives of language, identity and culture  Focus Area: Students investigate how textual forms and conventions, as well as language structures and features, are used to communicate information, ideas, values and attitudes.  Activity 1 – TEDTalks   1. Working in groups of three to four (or depending on the ability of the class, the teacher may select one TEDTalk and conduct a joint analysis and completion of the table located in resource 12 perspective of language, identity and culture), teachers will allocate one of the TEDTalks listed below. Each talk explores the relationship between Language, Identity and Culture.    * [Identifying Yourself Through Language | Robyn Giffen](https://www.youtube.com/watch?v=mr68goQ1d0s) – Her talk will focus on the connections between language, culture, and identity drawing on her research with the Nabit speaking community.    * [What your speaking style, like, says about you | Vera Regan](https://www.youtube.com/watch?v=jAGgKE82034) – How we use language – our accent, expressions, and the structure of our sentences – changes from region to region. Vera Regan explains why we should listen to these differences, and why language can act as a cultural barometer.    * [Embracing otherness, embracing myself | Thandie Newton](https://www.youtube.com/watch?v=uzKBGtf0i0M) – Actor Thandie Newton tells the story of finding her "otherness" – first as a child growing up in two distinct cultures, and then as an actor playing with many different selves.    * [Is your identity given or created? | Marcus Lyon](https://www.youtube.com/watch?v=-tJKGZ_xSZ0) – Who are we? Marcus asks us to question how our identities are formed. He proposes that identity is a creative process.    * [Shaping our identity and culture| Tash Aw](https://www.youtube.com/watch?v=fTt8jdK1lGI&t=106s) 2. Students carefully listen to their assigned TEDTalk and complete the table located in resource 12.   Activity 2 – Personal reflection and evaluation   1. Students individually respond to the question:    * Evaluate how language used in the TEDTalk has (choose one) challenged, affirmed, revealed, disrupted, ignored (CARDI) your understanding of Identity and/or Culture.   Respond in less than 500 words and submit via Google Classroom/Edmodo. | Students collaboratively explore and investigate the different ways language is used to communicate information, ideas, values and attitudes.  Students evaluate their understanding of Identity/Culture by composing a synthesised reflection based on their prior and new perspectives. |
| EN12-1 INDEPENDENTLY RESPONDS TO AND COMPOSES COMPLEX TEXTS FOR UNDERSTANDING, INTERPRETATION, CRITICAL ANALYSIS, IMAGINATIVE EXPRESSION AND PLEASURE   * Develop and apply contextual knowledge: examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular 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   * Develop and apply contextual knowledge: 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   **EN12-6 INVESTIGATES AND EXPLAINS THE RELATIONSHIPS BETWEEN TEXTS**   * Develop and apply contextual knowledge: understand and explain the purposes of intertextuality   EN12-7 EXPLAINS AND EVALUATES THE DIVERSE WAYS TEXTS CAN REPRESENT PERSONAL AND PUBLIC WORLDS   * Develop and apply contextual knowledge: explain how responses to texts vary over time and in different cultural contexts   EN12-8 EXPLAINS AND ASSESSES CULTURAL ASSUMPTIONS IN TEXTS AND THEIR EFFECTS ON MEANING   * Engage personally with texts: identify and question cultural assumptions and values in their own texts and in their responses to the texts of others   EN12-9 REFLECTS ON, ASSESSES AND MONITORS OWN LEARNING AND REFINES INDIVIDUAL AND COLLABORATIVE PROCESSES AS AN INDEPENDENT LEARNER   * Develop and apply contextual knowledge: support the learning of others by objectively assessing their strengths and needs as learners and offering constructive feedback as appropriate | Sessions 7 and 8: Introduction to the play, Pygmalion  Focus Area: Understanding the play’s textual relevance and composing an imaginative representation of identity and culture in the form of a film pitch.  Activity 1 – Plot summary   1. Using the internet, students copy down a very basic plot summary located <http://www.sparknotes.com/lit/pygmalion/summary/> 2. Students define the key words to build a vocabulary appropriate for understanding Pygmalion.    * The websites about Pygmalion vocabulary may assist students, and can be found at [vocabulary.com](https://quizlet.com/14206096/pygmalion-vocabulary-flash-cards/) or [Quizlet](https://quizlet.com/14206096/pygmalion-vocabulary-flash-cards/).   Activity 2 – Understanding the Pygmalion myth   1. Teacher explore the images of the Pygmalion myth in (links available in **resource 13**) 2. Recall activity – Using the information from **resource 13**, students must recall and summarise the Pygmalion myth.   Activity 3 – Representations and appropriations of Pygmalion through the ages  Pygmalion, with Shaw’s didactic message of self-respect, is one of the rare texts that still has lasting relevance, largely due to its many appropriations. The teacher is encouraged to expose students to terms such as ‘representation’ and ‘appropriation’.  The rubric, with its focus on students studying a “range of textual material…” as well as experimenting “with language and form to compose imaginative texts that explore representations of identity and culture”, offer teachers the unique opportunity to examine the ways Ovid’s Pygmalion myth and Shaw’s play have been appropriated and its themes represented in a variety of films to reflect the emerging cultural expectations, new 21st century language and common trope of identity crises.   1. Students consider **resource 14** Pygmalion through the ages. Students watch four film trailers (links in the resource) that have appropriated the Pygmalion myth (including elements of Shaw’s play). 2. Students complete the table located at the bottom of Handout 15.   Activity 4 – Pitching a Pygmalion appropriation   1. Students are issued with Handout 15A – Pitching a Pygmalion. 2. Students will appropriate Ovid’s Pygmalion Myth for modern audiences in the form of a TV/film pitch presentation to a new version of the myth. Their pitch should contain character profiles, plot summary, and a logline and tagline. 3. Students may draw inspiration from existing appropriations to model and inspire their Pitch. These include Pretty Woman, The DUFF, Princess Diaries and Mean Girls. **(in** **resource 13)** 4. In emulating Shaw’s purpose, students should also seek to critique a feature of language, identity or culture from contemporary life, in their own appropriations. 5. Students should also be encouraged to invert genders or settings. 6. Students will present their Pygmalion pitch to the class. Their peers will score them based on the criteria of originality, creativity, evidence of the rubric, and if they would they go see it in the movies. | Students continue to build metalanguage relevant to their understanding of Pygmalion.  Students work collaboratively, demonstrating skills of visual literacy.  Students make connections between myth and representations and/or appropriations of texts, tabulating shared elements as well as linking it back to the rubric.  Students make connections between texts, tabulating the recurring similarities and emerging differences.  Students’ higher order thinking skills are demonstrated as they are engaged in creative thinking, composing a reinterpretation of Ovid’s myth, readapting the composer’s concerns into a new modern context.  Students undertake peer assessment of their pitches, as they mark each other’s work using task criteria. |
| EN12-1 INDEPENDENTLY RESPONDS TO AND COMPOSES COMPLEX TEXTS FOR UNDERSTANDING, INTERPRETATION, CRITICAL ANALYSIS, IMAGINATIVE EXPRESSION AND PLEASURE   * Develop and apply contextual knowledge: examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular 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   * Develop and apply contextual knowledge: 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   **EN12-6 INVESTIGATES AND EXPLAINS THE RELATIONSHIPS BETWEEN TEXTS**   * Develop and apply contextual knowledge: understand and explain the purposes of intertextuality | Session 9: Composer’s cultural context  Focus Area: Understanding the composer’s historical and cultural context.  Activity 1 – Putting the missing parts together   1. Teacher works through resource 16. This incorporates the next few resource sheets and activities for the teachers . 2. Students are issued resource 17. They are to fill in the gaps using words from the word bank. 3. Students are then to reread the cloze passage and highlight events that may have influenced his values and attitudes towards British culture, education and females.   Activity 2 – British class culture   1. Students are introduced to the concept of British class culture and the class system. 2. Students are asked to consider how class is shown in the 21st Century (activity located on slide 6.) Possible answers include: 3. Clothes/Appearance 4. Technology 5. Education 6. Profession/Employment 7. Property ownership 8. Car 9. Culture 10. Beliefs/ Attitudes 11. Students must rank answers from most important to least important 12. Students are issued with resource 18. Using the images located in the handout, they are to sort them into working, middle and upper class. 13. Students are issued resource 19. Students consider and compare the ways class was demonstrated in the 21st Century versus the 20th Century. Using the rigid squares, they compare the ways class was reflected in 1912 versus the ways it is reflected in 2017. For the 1912 box, in one colour, highlight the features that exclusively apply to men and in another colour, those features that exclusively apply to women. What have you discovered about the way women were treated? 14. Students visit ‘[Working class or affluent? Find out where you fit in Australia](http://www.abc.net.au/news/2015-10-28/social-class-survey-where-you-fit-in-australia/6869864)’.     * Students answer a series of questions to determine their social class, understanding that social class is a product of their social contacts, cultural activities, education and wealth. | Students complete cloze passage, evaluating the key events that played a significant role in the development of their values and attitudes.  Students’ cultural assumptions and stereotypes are challenged or affirmed.  Students demonstrate higher order thinking skills, evaluating their choices.  Students consider their own attitudes and beliefs in a series of questions about which class/culture they belong to. |
| EN12-1 INDEPENDENTLY RESPONDS TO AND COMPOSES COMPLEX TEXTS FOR UNDERSTANDING, INTERPRETATION, CRITICAL ANALYSIS, IMAGINATIVE EXPRESSION AND PLEASURE   * Understand and apply knowledge of language forms and features: analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences   EN12-2 USES, EVALUATES AND JUSTIFIES PROCESSES, SKILLS AND KNOWLEDGE REQUIRED TO EFFECTIVELY RESPOND TO AND COMPOSE TEXTS IN DIFFERENT MODES, MEDIA AND TECHNOLOGIES   * Develop and apply contextual knowledge: analyse and assess how choice of mode and medium shapes the response of audiences | Session 10: Phonetics and slang  Focus Area: Students will explore the International Phonetic Alphabet as well as the different British accents and how they reflect class and culture.  Activity 1 – Guessing international accents   1. Teacher works through resource 20 PowerPoint – Language in Pygmalion. 2. Shaw's play explores aspects of language in a variety of ways. Higgins and Pickering study linguistics and phonetics, taking note of how people from different backgrounds speak differently.    * Both Higgins and Pickering conclude that the way different people speak the same language reveals a surprising amount about their identity. Students view the [Guess These Accents](https://www.youtube.com/watch?v=aDBDmxY5e8U) video and guess the accents before they are announced. 3. Teacher introduces students to the International Phonetic Alphabet. 4. Students are issued with resource 21. Using the Phonetics Alphabet, students translate and transform the words found in the table.   Activity 2 – Speaking like Eliza – Understanding the British Cockney accent and British slang   1. Students view the video explaining the Cockney accent. They are to write down four features of a British Cockney accent.   For further information on Cockney accents, teachers can visit these websites:   * + [Learn the Cockney Accent](https://www.babbel.com/en/magazine/british-accents-cockney)   + [The Amazing Variety of Accents across the British Isles](https://www.babbel.com/en/magazine/royal-family-of-british-accents-7-regional-variants-british-english)  1. Students are issued with resource 22. They must decipher British slang using the internet or prior knowledge. | Students engage with visual stimuli to challenge or affirm their assumptions about accents.  Students engage with and apply the rules of the phonetic alphabet, deciphering words.  Students familiarise themselves with the cockney accent in preparation for their reading of Pygmalion. |
| EN12-1 INDEPENDENTLY RESPONDS TO AND COMPOSES COMPLEX TEXTS FOR UNDERSTANDING, INTERPRETATION, CRITICAL ANALYSIS, IMAGINATIVE EXPRESSION AND PLEASURE   * Respond to and compose texts: develop creative, informed and sustained interpretations of texts supported by close textual analysis | Session 11: Plot summary and recap of rubric  Focus Area: Students familiarise themselves with the text.  Note – Teachers are encouraged to read the play with the students and complete the activities within this session as homework to consolidate understanding and confirm comprehension of key events.  Activity 1 – Cloze passages: Act I and II   1. Students are issued with resource 23. 2. Students are to fill in the blanks using the words in the word bank. This gives students a chance to be reminded of the plot of the play and how it relates back to the rubric of the module. Students are to also read the analysis and key symbols information on the handout.   Activity 2 – Act III study guide questions   1. Students are issued with resource 24. 2. Students are to complete the study guide questions in their workbook.   Activity 3 – Cloze passages: Act IV and V   1. Students are issued with resource 25. 2. Students are to fill in the blanks using the words in the word bank. This gives students a chance to be reminded of the plot of the play and how it relates back to the module. Students are to also read the analysis and key symbols information on the handout. 3. Students are to be issued with resource 26. This handout is an Act analysis, with added commentary for students to read and summarise key points relating to the module. Students are to use the Cornell note taking system. Teacher-led discussion on main points is identified in the handout. | Students’ responses consolidate knowledge of the key events and characters.  Students use Cornell note taking to make relevant and meaningful summaries in relation to the module. |
| EN12-4 ADAPTS AND APPLIES KNOWLEDGE, SKILLS AND UNDERSTANDING OF LANGUAGE CONCEPTS AND LITERARY DEVICES INTO NEW AND DIFFERENT CONTEXTS   * Engage personally with texts: assess how their knowledge of language features, text structures and stylistic choices helps them to engage with unfamiliar texts or textual forms   EN12-5 THINKS IMAGINATIVELY, CREATIVELY, INTERPRETIVELY, ANALYTICALLY AND DISCERNINGLY TO RESPOND TO AND COMPOSE TEXTS THAT INCLUDE CONSIDERED AND DETAILED INFORMATION, IDEAS AND ARGUMENTS   * Understand and apply knowledge of language forms and features: assess the effects of rhetorical devices, for example emphasis, emotive language and imagery in the construction of argument | Session 12: Introduction to language in the play  Focus Area: Students are exposed to the power of language to inform, influence and reflect social assumptions/values.  Activity 1 – Debate   1. Teacher-led discussion on the structure of a debate. 2. Divide the class into two groups. One group will argue the significance of formal spoken English, the other will support the importance of conversational English. 3. Ask each side to prepare supporting points, as well as predict what the opposing side will say. 4. Allow students to use both personal and textual evidence. For example, students might reference the current debate on English as the official language of the United States, or they might defend the use of instant messenger shorthand when chatting with friends online. Challenge them to make connections to their own lives. 5. Hold a class debate, complete with cross-examinations and rebuttals. 6. Another debate topic could include ‘Is Higgins Kind or Cruel?’ Focus on the language Higgins uses in particular with Eliza Doolittle.   Activity 2 – Create a language  In pairs, students create an original language or dialect complete with a phonetic alphabet and simple grammar rules. Have students demonstrate their languages to the class. | Students actively participate in class debate, composing persuasive arguments supported by references to the text.  Students experiment with language to compose an ‘original language’. |
| EN12-7 EXPLAINS AND EVALUATES THE DIVERSE WAYS TEXTS CAN REPRESENT PERSONAL AND PUBLIC WORLDS   * Understand and apply knowledge of language forms and features: analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social 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   * Develop and apply contextual knowledge: 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 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments | Session 13: Cinematic interpretation of Pygmalion  Focus Area: Students explore different interpretations of Identity and revisit appropriations of Pygmalion.  Activity 1 – Film criticism   1. Students are to watch excerpts of the My Fair Lady film (1964) starring Rex Harrison and Audrey Hepburn, and compose a film critique discussing the cinematic choices of casting, characterisation, special effects, and theme development. 2. Critiques should include comparative discussion on watching the film versus reading the script of Pygmalion and the effectiveness of those differences. 3. Ask students to: 4. Describe the setting of the film version of My Fair Lady. Where and when does it take place? Does the setting seem authentic? Why or why not? What specific direction and production choices add to the atmosphere? Discuss costuming and prop choices. 5. Discuss the use of special effects. Consider lighting, music, and sound. How do these elements add to your understanding of the play? What differences exist between the film’s interpretation and your own reading? Do these differences add to or change your analysis of Shaw’s work? Explain. 6. Discuss the production’s casting. Do Harrison and Hepburn provide effective portrayals of Higgins and Eliza? Why were these actors cast? 7. What were the strengths of this film production? Use specific evidence from the film. Were there any weaknesses? If so, discuss specific issues. 8. What is your overall impression of this film? Would your impression be different had you not read the play first?   Activity 2 – Script writing  Students are to step into the playwright’s shoes by writing a monologue, dialogue or scene. Students can write in either Victorian or modern language. Script can illustrate characters’ internal or external struggles, elaborate on one of their thoughts, or depict their objectives.  Ideas for script writing include:   * Pretend you are Mrs Pearce in Act I. Explain to Eliza why she is stepping beyond her proper place in approaching Professor Higgins. * Put yourself in Mrs Higgins’ shoes in Act III. Elaborate on what you mean when you tell Higgins that he offends all your friends. * Take on the role of Eliza in Act IV. Instead of threatening to smash Higgins in the face, verbalise your reasons for being angry at his reaction to the garden party. | Students compose a structured comparative film critique of My Fair Lady, identifying similarities and differences between the film and the play, Pygmalion.  Students make connections with the character’s emotions and compose an imaginative script of an alternative event. |
| EN12-8 EXPLAINS AND ASSESSES CULTURAL ASSUMPTIONS IN TEXTS AND THEIR EFFECTS ON MEANING   * Develop and apply contextual knowledge: recognise and assess how context influences the explicit and implicit cultural assumptions that underpin their compositions, and their own and others’ responses to texts   EN12-4 ADAPTS AND APPLIES KNOWLEDGE, SKILLS AND UNDERSTANDING OF LANGUAGE CONCEPTS AND LITERARY DEVICES INTO NEW AND DIFFERENT CONTEXTS   * Engage personally with texts: assess how their knowledge of language features, text structures and stylistic choices helps them to engage with unfamiliar texts or textual forms | Session 14: Culture within the play  Focus Area: Students’ personal assumptions and social expectations are challenged as they make connections between the text and their current context.  Activity 1 – What do you think?   1. Students are issued with resource 27. 2. Students are to read the following statements/questions on the handout and tick whether they believe them to be true or false. Let the students know there is no ‘right answer’. 3. Students are to choose two of the bolded statements on the handout and explain their position in one paragraph.   Activity 2 – Be my guest – Social expectations in the 21st century   1. Students are issued with resource 28. 2. Teacher is to assign partners a scenario where one student coaches the other in preparation for a social event. For example, one student helps his/her partner prepare for a grandparent’s 70th birthday party, a 16th birthday party or a friend’s BBQ. 3. What clothes should you wear? 4. What topics should you discuss? 5. How will you act/behave? (For example, body language and facial expression) 6. How should you speak? (Language/tone/formal/colloquial?) 7. Ask partners to stage an impromptu scene with each other. Afterwards, ask partners to discuss their choices with the class.    * Why were the dress and language at the 16th Birthday party less formal?    * Emphasise social class distinctions and expectations. | Students compose a reflective explanation of their position, using reference to the text to support their argument.  Students perform impromptu scene performance and make meaningful class contributions of scene observations. |
| EN12-1 INDEPENDENTLY RESPONDS TO AN~~D~~ COMPOSES COMPLEX TEXTS FOR UNDERSTANDING, INTERPRETATION, CRITICAL ANALYSIS, IMAGINATIVE EXPRESSION AND PLEASURE   * Understand and apply knowledge of language forms and features: analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences   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 apply knowledge of language forms and features: explain the ways text structures, language features and stylistic choices are used in different types of texts | Session 15: Character profiles – Part 1  Focus Area: Students explore the characters from the play, considering their attitudes, actions and personality.  Activity 1 – The ladder of change  Students are issued with resource 28A and complete the activity.  Activity 2 – Deconstruction of characters   1. Students are issued with resource 29. 2. Teacher-led discussion on example of what a character profile entails. Brainstorm notes on the board.    * Students read character descriptions summary table to give students an idea of character descriptions/personality. 3. Students are presented with resource 30. The teacher is to lead the class through a character analysis example of Professor Henry Higgins. The chart focuses on the different aspects of the character including traits/personality, attitude of character, conflict, relationships with other characters, thoughts about self, and thoughts about other characters and the world/society. 4. Students are to have the prescribed text Pygmalion in front of them to be able to find evidence from the text to complete the chart. 5. The teacher may like to treat this as a competition to see who can identify examples and quotes first.   Activity 3 – Character analysis chart  Students are issued with resource 31 to analyse their own characters. The teacher may ask students to complete the chart in groups for all the main characters to be covered, and then each group can present their findings to the class. | Students make accurate and relevant contributions to discussion using references to the characters and specific events.  Students analyse character attitudes, behaviours, beliefs and actions tabulating information. |
| EN12-1 INDEPENDENTLY RESPONDS TO AND COMPOSES COMPLEX TEXTS FOR UNDERSTANDING, INTERPRETATION, CRITICAL ANALYSIS, IMAGINATIVE EXPRESSION AND PLEASURE   * Understand and apply knowledge of language forms and features: analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences   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 apply knowledge of language forms and features: explain the ways text structures, language features and stylistic choices are used in different types of texts   EN12-7 EXPLAINS AND EVALUATES THE DIVERSE WAYS TEXTS CAN REPRESENT PERSONAL AND PUBLIC WORLDS   * Understand and apply knowledge of language forms and features: analyse and assess the impact of language and structural choices on shaping own and others’ perspectives | Session 16: Character profiles – Part 2  Focus Area: Students continue their character analysis.  Activity 1 – Viewing of different adaptations/representations of characterisation in Pygmalion   1. Students are issued with resource 32. 2. Students are to view excerpts from YouTube videos on performances of Pygmalion.    * Notes should be taken on the handout as this is viewed.    * Notes could include character accents, gestures of characters, physical appearance, and actor’s interpretation of characters. 3. The teacher may assign characters to students to focus on for even distribution of analysis. 4. Watch the following the excerpts:    * [Pygmalion (1938)](https://www.youtube.com/watch?v=tmdPj_XbF30) (this is the full movie, duration 1hour 36minutes)    * [Peter O’Toole in Pygmalion](https://www.youtube.com/watch?v=UhNk2eniBQ4) (duration 1hour 56 minutes) 5. Teacher is to facilitate a discussion on how the main characters were presented in the productions viewed. 6. Questions to ask the students that relate back to the rubric include: 7. How has the character been interpreted in the excerpt to reveal their identity? 8. How do characters relate to one another in a social setting? 9. How do we know the status of each character? What are the indicators of this? | Student make observational notes about actors’ accents, body language and facial expression.  Student engagement/participation in analysis of productions viewed. |
| 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   * Develop and apply contextual knowledge: use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts   EN12-7 EXPLAINS AND EVALUATES THE DIVERSE WAYS TEXTS CAN REPRESENT PERSONAL AND PUBLIC WORLDS   * Understand and apply knowledge of language forms and features: analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts   EN12-1 INDEPENDENTLY RESPONDS TO AND COMPOSES COMPLEX TEXTS FOR UNDERSTANDING, INTERPRETATION, CRITICAL ANALYSIS, IMAGINATIVE EXPRESSION AND PLEASURE   * Develop and apply contextual knowledge: explain how and why texts influence and position readers and viewers | Session 17: Connecting the character to the concepts  Focus Area: Students connect characters beliefs, attitudes, ideas and assumptions from the text to ideas from the rubric.  Activity 1 – Locate the quote   1. Students are issued with resource 33. It is important that the students are able to understand character beliefs, attitudes and assumptions. 2. In groups, ask students to locate the quote, identify the speaker, and describe the tone of the character. 3. What does the quote tell us about the character? 4. What are their motivations/wants/needs? What is stopping them to achieve this? 5. How does the quote relate to language, culture and identity within the play?   Activity 2 – Connecting characters to concepts   1. Students are to receive resource 34, and the teacher is to choose students to read excerpts from the play Pygmalion. 2. Each student will look for quotes/examples in the text of the concepts displayed on the handout. The themes include: 3. Evolving and transformative identities 4. Education and Language as a means for individual growth 5. Conflicting cultural worlds (including education, social class and gender) 6. Appearance 7. Beliefs/Attitudes/Values 8. Language as a means to degrade and demean 9. The first student to shout out the theme and support it with a character textual example gets to tick off that theme on their grid. Continue until all boxes have been ticked.   Activity 3 – Extended response  Students are to compose two paragraphs explaining which theme best highlights the characterisation of either Higgins or Eliza. For example, which theme recurs the most or reveals the most to the audience about Eliza’s social transformation and Higgins reaction to it? | Student make accurate and meaningful connections between characters and Rubric concepts with reference to the text. |
| EN12-4 ADAPTS AND APPLIES KNOWLEDGE, SKILLS AND UNDERSTANDING OF LANGUAGE CONCEPTS AND LITERARY DEVICES INTO NEW AND DIFFERENT CONTEXTS   * Respond to and compose texts: use different ways of transforming experience and ideas into imaginative texts for particular audiences and contexts   EN12-2 USES, EVALUATES AND JUSTIFIES PROCESSES, SKILLS AND KNOWLEDGE REQUIRED TO EFFECTIVELY RESPOND TO AND COMPOSE TEXTS IN DIFFERENT MODES, MEDIA AND TECHNOLOGIES   * Develop and apply contextual knowledge: analyse and assess how choice of mode and medium shapes the response of audiences   **EN12-9 REFLECTS ON, ASSESSES AND MONITORS OWN LEARNING AND REFINES INDIVIDUAL AND COLLABORATIVE PROCESSES AS AN INDEPENDENT LEARNER**   * Respond to and compose texts: assess the strengths and weaknesses of their own compositional style and improve compositions as a result of the process of reflection | Session 18: Performing Pygmalion  Focus Area: Bringing the text alive  Activity 1 – Stage a scene  Because plays are meant to be staged, encourage students to bring the text alive.  Have small groups pick a scene from Pygmalion to act out for the class. Students may use props and costumes for effect. Assign a director or a choreographer for each group.  After each group meets to discuss characterisation, themes, emotions and messages they want to portray, the director or choreographer helps bring this vision to life by making sure all blocking or choreography is planned, practised, and focused on the intended goal.  Remind students to use vocal and facial expression and energy. The intended goal is for students to step into the shoes of the character for deeper understanding of their Identity, Culture and Language.  Activity 2 – Performance reflection  Students are to compose a performance reflection in their workbooks that includes:   * How they felt in the performance as the character they portrayed * How the language used by the character affected their interaction with other characters * How their character reacted in social settings to reveal their identity * How the audience received/understood their performance | Student performance of a scene from Pygmalion demonstrates a high level understanding of character motivations.  Student reflect on the learning process, evaluating their decisions and outcome. |
| EN12-1 INDEPENDENTLY RESPONDS TO AND COMPOSES COMPLEX TEXTS FOR UNDERSTANDING, INTERPRETATION, CRITICAL ANALYSIS, IMAGINATIVE EXPRESSION AND PLEASURE   * Understand and apply knowledge of language forms and features: analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences   **EN12-6 INVESTIGATES AND EXPLAINS THE RELATIONSHIPS BETWEEN TEXTS**   * Understand and apply knowledge of language forms and features: analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other 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   * Understand and apply knowledge of language forms and features: understand, assess and appreciate how different language features, text structures and stylistic choices can be used to represent different perspectives and attitudes   EN12-7 EXPLAINS AND EVALUATES THE DIVERSE WAYS TEXTS CAN REPRESENT PERSONAL AND PUBLIC WORLDS   * Understand and apply knowledge of language forms and features: analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts | Session 19: Themes  Focus Area: Students are introduced to the concept of a ‘theme’ as well as the three recurring themes throughout Pygmalion.  Activity 1 – Introducing a theme  Teacher exposes students to the definition of a theme as defined by [English Textual Concepts](http://englishtextualconcepts.nsw.edu.au/content/theme). It is encouraged that the teacher reminds students that a theme is more than simply a word or an idea, but rather a “statement about life, arising from the interplay of key elements of the text such as plot, character, setting and language.”  “At its most basic level, a theme may be regarded as the message or even the moral of a text. Themes may be used for a didactic purpose or may add a philosophical dimension, inviting us to think about our place in the world. A theme is a statement about human experience that is profound and which responders may accept or reject, depending on their own worldview.” (English Textual Concept, Theme).   1. Teacher establishes prior knowledge of what a theme is through a brainstorm or mindmap. 2. Students recall the three main concepts of the module – Language, Identity and Culture – and teacher informs them that the proposed themes will be a fusion of the module concepts and ideas inherent throughout the play. These will include: 3. Education and language as a means for individual growth/development 4. Conflicting cultural worlds (education, social class and gender) 5. Evolving and transformative identities 6. Students are issued with resource 35. Teacher leads modelling of explaining the first theme. In pairs, students complete the table and come up with their definitions of the themes. 7. Students present back to the class their definitions.   Activity 2 – Progressive brainstorm   1. Students are issued with resource 36 (preferably printed on A3). In groups they will write down as much information as they can on their allocated theme as well as ideas from rubric (other terms that relate), the text and what other associated ideas/synonyms come to mind. 2. After 10 minutes of writing, they are to swap their brainstorm with another group and add to their new brainstorm, progressing the development of ideas. 3. After three full cycles, students present back to the class. Teacher collects the progressive brainstorms and compiles them into a booklet.   Activity 3 – Connecting a theme to the text   1. Students are issued with resource 36 (table) and in pairs complete the table, identifying and explaining key events, characters and quotes. 2. Teacher collects table and collates them into a booklet to facilitate future student learning. | Students continue to build metalanguage relevant to their understanding of Pygmalion.  Students make accurate and relevant contributions to discussion using references to the text.  Students work collaboratively to establish a shared understanding of the three themes.  Students activate prior knowledge and create a schema to aid and contribute to peer understanding.  Students make meaningful connection between themes and events, characters and quotes as they recall relevant information as evidence. |
| EN12-4 ADAPTS AND APPLIES KNOWLEDGE, SKILLS AND UNDERSTANDING OF LANGUAGE CONCEPTS AND LITERARY DEVICES INTO NEW AND DIFFERENT CONTEXTS   * Engage personally with texts: assess how their knowledge of language features, text structures and stylistic choices helps them to engage with unfamiliar texts or textual forms   EN12-5 THINKS IMAGINATIVELY, CREATIVELY, INTERPRETIVELY, ANALYTICALLY AND DISCERNINGLY TO RESPOND TO AND COMPOSE TEXTS THAT INCLUDE CONSIDERED AND DETAILED INFORMATION, IDEAS AND ARGUMENTS   * Understand and apply knowledge of language forms and features: understand, assess and appreciate how different language features, text structures and stylistic choices can be used to represent different perspectives and attitudes | Sessions 20 and 21: Dramatic forms and features  Focus Area: Introduction to specific dramatic forms and features.  It is assumed that students will have prior knowledge of language features.  Activity 1 – Marzano’s ‘Six Steps for Direct Vocabulary’ instruction   * Students are issued with resource 37. * Teacher explains each new word, going beyond simply reciting its definition to tap into the prior knowledge of students. Key terms include:   + Monologue   + Duologue   + Tone   + Aside   + Direct address   + Stage directions   + Satire   + Irony   + Gesture or body language   + Exaggeration   + Direct address   + Facial expressions * Ask students to restate the description, explanation or example in their own words to their peers. * Using resource 37, students are to create a non-linguistic representation of the word (an emoji, a picture or symbolic representation). * Revisit the key words periodically in activities that assist in deepening their knowledge of the new word, such as comparing words, classifying terms, and writing their own analogies and metaphors. * Students discuss the new word (pair-share or elbow partners). * Involve students periodically in quick revision games at the start of a lesson to review new vocabulary (such as Jeopardy or Telephone). | Students are able to present their understanding of vocabulary in a non-linguistic (visual) representation.  Students periodically formatively assess their knowledge and build upon their knowledge of key vocabulary. |
| EN12-4 ADAPTS AND APPLIES KNOWLEDGE, SKILLS AND UNDERSTANDING OF LANGUAGE CONCEPTS AND LITERARY DEVICES INTO NEW AND DIFFERENT CONTEXTS   * Engage personally with texts: assess how their knowledge of language features, text structures and stylistic choices helps them to engage with unfamiliar texts or textual forms   EN12-5 THINKS IMAGINATIVELY, CREATIVELY, INTERPRETIVELY, ANALYTICALLY AND DISCERNINGLY TO RESPOND TO AND COMPOSE TEXTS THAT INCLUDE CONSIDERED AND DETAILED INFORMATION, IDEAS AND ARGUMENTS   * Develop and apply contextual knowledge: 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 22: Understanding dramatic forms and features in Pygmalion  Focus Area: Students use their knowledge to identify and explain dramatic forms and features to analyse key events.  Activity 1: Identification of dramatic forms and features   1. Allocate students in groups of three. Teacher to issue each group with a key event from Pygmalion in resource 38. Key events include:    * Act I – Pickering meets Eliza    * Act II – Meeting Mrs. Pearce    * Act II – Doolittle meets the new Eliza    * Act III – We’re all savages    * Act III – Inventing new Eliza’s    * Act IV – Eliza’s beauty becomes murderous    * Act V – Emergence of the new Eliza 2. Using these handouts, each group of three are to identify and highlight the key dramatic forms and features (studied last week) that are present in their allocated event.   Activity 2 – Freeze frame/tableau  Example of [tableau](http://www.theteachertoolkit.com/index.php/tool/tableau) in practice.  Using their identified dramatic form and features in their event, each group of students are to devise a freeze frame of the action that is happening in the event. Instruct students to consider:   * What will we put in this image? * Who will we put in this image? * Where will we need to stand to convey meaning clearly? * What am I trying to convey to my audience? * What emotional response do I want to convey and evoke? * What are some possible images and which will be most effective? | Students’ understanding of key vocabulary is assessed by their ability to identify it within the context of the module.  Students think critically and interpretively by creating a freeze frame. |
| 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   * Develop and apply contextual knowledge: analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage   EN12-4 ADAPTS AND APPLIES KNOWLEDGE, SKILLS AND UNDERSTANDING OF LANGUAGE CONCEPTS AND LITERARY DEVICES INTO NEW AND DIFFERENT CONTEXTS   * Engage personally with texts: assess how their knowledge of language features, text structures and stylistic choices helps them to engage with unfamiliar texts or textual forms | Session 23: Analysis of key events in Pygmalion  Focus Area: Scaffolded analysis of key event in Act 1.  Activity 1 – General reading of ‘Pickering meets Eliza’   1. Students are issued with resource 39 (‘Pickering Meets Eliza’). 2. Teacher to lead a reading of ‘Pickering Meets Eliza’ for general context and understanding. 3. Distribute resource 40. Using the knowledge gathered from the reading, students are to individually complete the handout which focuses on a general overview of the event and how it demonstrates connections with the themes:    * Education and language as a means for individual growth/development    * Conflicting cultural worlds (education, social class and gender)    * Evolving and transformative identities   Activity 2 – Identification of dramatic and language forms and features  Revisit resource 39 as a class to identify key elements of the act such as:   * Dramatic forms and features * Language forms and features * Motifs * Symbols   Activity 3 – Teacher-guided close critical analysis of ‘Pickering meets Eliza’   1. Students are issued with resource 41, while teacher uses resource 42. 2. Teacher to complete scaffold with students regarding how this event connects with the themes and the rubric by completing the analysis table on the smartboard. | Students complete the worksheet by understanding the key event and thinking critically to recognise its connection to the themes.  Students utilise their prior knowledge and apply it within the context of Pygmalion. |
| 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 apply knowledge of language forms and features: explain the ways text structures, language features and stylistic choices are used in different types of texts   EN12-7 EXPLAINS AND EVALUATES THE DIVERSE WAYS TEXTS CAN REPRESENT PERSONAL AND PUBLIC WORLDS   * Understand and apply knowledge of language forms and features: analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts | Session 24: Continued analysis of key events in Pygmalion  Focus Area: Group analysis of key events in Pygmalion.  Activity 1 – Jigsaw activity   1. Using the allocated groups of three and resource 38 to identify dramatic forms and features in session 22, students are to use the same event to revisit and identify key dramatic and language forms and features. They are now the ‘Expert Group’ of this event. These events include:    * Act I – Pickering meets Eliza    * Act II – Meeting Mrs. Pearce    * Act II – Doolittle meets the new Eliza    * Act III – We’re all savages    * Act III – Inventing new Eliza’s    * Act IV – Eliza’s beauty becomes murderous    * Act V – Emergence of the new Eliza 2. Teacher to distribute resource 41 (printed on A3) to each group. 3. In their groups, each student is to complete their own analysis table using their allocated event. 4. Bring the students back to their ‘Jigsaw groups’, and one student from each expert group is to present their event to the group. 5. Teacher to float from group to group to observe and monitor the process. | Students work collaboratively, using their prior knowledge to identify and analyse the effect of key dramatic and language forms and features.  Students independently convey complex ideas in an effective manner to their peers. |
| 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   * Respond to and compose texts: control language features, text structures and stylistic choices of texts to shape meaning and influence responses   EN12-4 ADAPTS AND APPLIES KNOWLEDGE, SKILLS AND UNDERSTANDING OF LANGUAGE CONCEPTS AND LITERARY DEVICES INTO NEW AND DIFFERENT CONTEXTS   * Develop and apply contextual knowledge: analyse and appreciate how composers (authors, poets, playwrights, directors, designers and so on) create new texts, or transform and adapt texts for different purposes, contexts and audiences | Session 25: Paragraph structure using PEEAL  Focus Area: Revision of PEEAL paragraph writing with Pygmalion.  Activity 1 – PEEAL paragraph with Google Slide   1. Using resource 43, teacher is to revisit constructing an analysis paragraph using PEEAL (Point, Example, Explain, Analyse, Link). This will focus on: 2. What is PEEAL? 3. Why do we use PEEAL? 4. Explanation of the PEEAL process 5. Examining an exemplary PEEAL paragraph 6. Students to copy the key points from the slides.   Activity 2 – Reassemble the scaffolded Pygmalion paragraph   1. Students are issued with resource 44. 2. In pairs, students are to correctly identify each correct component of the jumbled paragraph using PEEAL. 3. Students are to cut and paste the correct order of the paragraph into their books. 4. Teacher to use resource 45 to check the correct order of the scaffold paragraph. | Student ability to apply the knowledge they learnt about PEEAL within the context of Pygmalion.  Student ability to work in an effective manner with their peers. |
| 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 apply knowledge of language forms and features: explain the ways text structures, language features and stylistic choices are used in different types of 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   * Understand and apply knowledge of language forms and features: understand, assess and appreciate how different language features, text structures and stylistic choices can be used to represent different perspectives and attitudes   EN12-7 EXPLAINS AND EVALUATES THE DIVERSE WAYS TEXTS CAN REPRESENT PERSONAL AND PUBLIC WORLDS   * Understand and apply knowledge of language forms and features: analyse and assess the impact of language and structural choices on shaping own and others’ perspectives | Session 26: Composition of PEEAL paragraphs and peer assessment  Focus Area: Students compose their own PEEAL paragraph and engage in peer assessing.  Activity 1 – Individual composition of a PEEAL paragraph   1. Distribute resource 46 to students. 2. Using their completed Pygmalion event analysis table from session 4, students are to individually compose their own PEEAL paragraph on the worksheet. 3. Teacher to float around to ensure all students are on task and understand the activity.   Activity 2 – Peer assessment using ‘Two Stars and a Wish’   1. Without their names on the sheet, teacher is to collect each PEEAL paragraph from the students. 2. Distribute resource 47. 3. Teacher to distribute random paragraphs to different students who are to mark the paragraph using a five mark criteria. 4. Students to use ‘Two Stars and a Wish’ to provide constructive and critical feedback about the paragraph. | Student individual ability to use their knowledge to construct a PEEAL paragraph.  Student ability to provide constructive critical feedback to each other. |
| 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 apply knowledge of language forms and features: explain the ways text structures, language features and stylistic choices are used in different types of 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   * Understand and apply knowledge of language forms and features: understand, assess and appreciate how different language features, text structures and stylistic choices can be used to represent different perspectives and attitudes   EN12-7 EXPLAINS AND EVALUATES THE DIVERSE WAYS TEXTS CAN REPRESENT PERSONAL AND PUBLIC WORLDS   * Understand and apply knowledge of language forms and features: analyse and assess the impact of language and structural choices on shaping own and others’ perspectives | Session 27: Consolidating knowledge for assessment task using ALARM  Focus Area: Examination of completed ALARM table.  Activity 1 – Understanding ALARM  Students are to watch a YouTube video of [ALARM Introduction](https://www.youtube.com/watch?v=gnZ2TiBh-QY) given by Max Woods which introduces the concept of ALARM to students.  Activity 2 – Examination of exemplary ALARM table   1. Distribute resource 48 to students. 2. Teacher to lead discussion and examination of completed ALARM table in relation to the event ‘Pickering meets Eliza’ in Act 1. Teacher to explain and discuss how to:    * Identify the theme conveyed by the composer    * Describe techniques used by the composer    * Explain the purpose, function, role, effect and impact of the technique    * Analyse how and why the technique is working to its effect    * Critically analyse how the technique shows the relationship between the character and the wider world/composer’s purpose/theme   Activity 3 – Students complete their own ALARM table   1. Distribute resource 49. 2. Using a completed event analysis table of their choice from session 4, students are to complete their own ALARM table with specific focus on the themes explored in the event. | Students transfer knowledge of ALARM and apply it the context of Pygmalion.  Student’s individual ability to transfer and think critically about their knowledge of Pygmalion into a completed ALARM table. |
| EN12-2 USES, EVALUATES AND JUSTIFIES PROCESSES, SKILLS AND KNOWLEDGE REQUIRED TO EFFECTIVELY RESPOND TO AND COMPOSE TEXTS IN DIFFERENT MODES, MEDIA AND TECHNOLOGIES   * Respond to and compose texts: compose and analyse texts in different modes, media and technologies for a variety of purposes   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   * Respond to and compose texts: control language features, text structures and stylistic choices of texts to shape meaning and influence responses   **EN12-5 THINKS IMAGINATIVELY, CREATIVELY, INTERPRETIVELY, ANALYTICALLY AND DISCERNINGLY TO RESPOND TO AND COMPOSE TEXTS THAT INCLUDE CONSIDERED AND DETAILED INFORMATION, IDEAS AND ARGUMENTS**   * Respond to and compose texts: synthesise information and ideas for a range of purposes, including development of sustained, evidence-based, logical and complex argument | Session 28: Synthesising knowledge of Pygmalion  Focus Area: Consolidating student knowledge of ‘Language, Identity and Culture’ through Pygmalion.  Activity 1 – Kahoot quiz  In pairs, students are to create their own Kahoot quiz based on their knowledge of the unit ‘Language, Identity and Culture’ and their critical understanding of Pygmalion. | Student ability to work collaboratively in pairs to use technology appropriately to produce a Kahoot quiz based on their knowledge of the module and Pygmalion. |
| EN12-2 USES, EVALUATES AND JUSTIFIES PROCESSES, SKILLS AND KNOWLEDGE REQUIRED TO EFFECTIVELY RESPOND TO AND COMPOSE TEXTS IN DIFFERENT MODES, MEDIA AND TECHNOLOGIES   * Respond to and compose texts: compose and analyse texts in different modes, media and technologies for a variety of purposes   EN12-4 ADAPTS AND APPLIES KNOWLEDGE, SKILLS AND UNDERSTANDING OF LANGUAGE CONCEPTS AND LITERARY DEVICES INTO NEW AND DIFFERENT CONTEXTS   * Respond to and compose texts: use different ways of transforming experience and ideas into imaginative texts for particular audiences and 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   * Respond to and compose texts: assess their own and others’ justifications, evidence and point of view | Session 29: The multimodal presentation  Focus Area: Students explore the different ways Pygmalion can be visually represented, using models and scaffolds to structure student responses.  Activity 1 – Visual literacy   1. Teacher-led discussion/brainstorm of visual literacy features (techniques). For example, salience, colour, vectors, font, and layout. 2. Teacher distributes multimodal assessment task:   **Assessment task standard module A-multimodal-visual-representation.**  Activity 2 – Be the marker   1. Students are to revise the marking criteria for the multimodal assessment task. Students are to use the marking criteria to mark the visual representations. Use the Modelled Examples handout. | Students’ understanding of visual literacy is assessed by their ability to make meaningful contributions to classroom discussion.  Students use the scaffold to plan their Visual Representation.  Students peer assess past examples, making summative comments of the composer's ability to visually represent a significant issue. |