 Year 11/12 English Studies

Unit title

Who Do I Think I Am – English and the self

Duration

10 weeks

Unit rationale

Humans are, by nature, storytellers. There is no better story than your own. In this unit of work, students will explore how language is used to convey and represent individual experiences and journeys. They will gain insight into their own lives and the lives of others. This will be conducted through the close study of language and how it is used to express emotions, ideas, beliefs and perspectives. They will recognise the use of language in other’s compositions and develop the skill to use in their own. Through the learning experiences offered, students have the opportunity to develop their ability and willingness to communicate ideas in private and community forums, and to present themselves positively in a range of contexts including more formal contexts, for example job interviews. They develop awareness of how to present their personal image appropriately and judiciously for a public audience. In doing so, students strengthen their skills in the preparation and presentation of portfolios that showcase their interests, abilities and achievements. Students experience, engage with and critique both short and sustained literary texts that focus on individuals ‘telling their stories’ imaginatively, in ways that explore issues of identity and self-worth.

Focus question(s)

* How do the lives and experiences of others help us to develop and understand our own identity and self-worth?
* Sharing our own story helps us understand who we are. How do we become effective storytellers?

Outcomes

| Year 11 | Year 12 |
| --- | --- |
| ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts  ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes  ES11-7 represents own ideas in critical, interpretive and imaginative texts | ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences  ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes  ES12-7 represents own ideas in critical, interpretive and imaginative texts |

Assessment outline

Life Story

Texts

* ‘Still I Rise’, Maya Angelou
* ‘[The Human Experience](https://vimeo.com/57076124)’, Grassroots Films
* ‘[Capital Letters](https://www.youtube.com/watch?v=XZfJsOGOxnw)’, Omar Musa
* ‘[Why I Write](https://www.youtube.com/watch?v=YstoXrrz1Gs)’, Kosal Khiev
* ‘[To This Day](https://www.youtube.com/watch?v=ltun92DfnPY)’, Shane Koyczan
* ‘Looking For Alibrandi’ (either film or novel)

| Outcomes/content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| Year 11  ES11-6  draw on a broadening vocabulary to use language with increasing control for particular effects  form opinions on the effectiveness of particular types of texts in achieving their purposes  develop understanding of the ways texts are structured to organise information, for example hyperlinks, chapter headings and indexes  ES11-7 explore ideas and perspectives in a range of texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations  Year 12  ES12-5  appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts  identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech  ES12-7  uses introductory phrases which indicate that an opinion, or a fact, is being offered  explore ideas and perspectives in a range of increasingly complex texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations | Introduce Module  Introduce students to the interests of the module through rationale and focus question.  Suggested approaches for this engagement include:   * Read and discuss. * Copy the rationale and ask students, in groups, to re-write in ‘plain English’. Rationale is in this unit outline. * Share sentences around the room and have students explain their meaning. * Provide printed rationales to each student and ask them to highlight words they don’t know and seek to clarify their understanding. * Create posters for the classroom that highlight the module’s focus. * Conduct a class discussion around prior learning and its links to the expectations of the rationale. * Brainstorm possible answers to the focus question.   The Self  Students will explore their own attributes and characteristics in order to develop a deeper understanding of who they are as individuals.  Students will be given a list of characteristics and attributes. They need to select 5 of these that they identify as having. They will pair up and select the 5 characteristics that they see in their partner. They will discuss the similarities and differences in their choices. They will share their findings with the class.  Students will complete a personality test based on Carl Jung’s and Isabel Briggs Myers’ personality type theory.  This [16 Personalities](https://www.16personalities.com/) link will take you to just one example of the test, however, there are many more available online.  Students will discuss their findings as a class.  What is the Self?  The concept of the ‘self’ explores who we are as individuals. Our perception of who we are is impacted by the perception of others and our experiences.  Students compare the effects of positive sense of self and negative sense of self. This can be completed in table format in teacher created class resource.  For example:  This is an image of a 4-cell table. Left column header is the positive sense of self, and the right column header is the negative sense of self. The question posed for each is "what would this look like, sound, feel like?"  Factors Impacting Sense of Self  There are internal and external factors that impact the sense of self. These include:   * Individual factors * Change/challenges * Connectedness * Interpersonal relationships   Students write a list of examples under each heading. For example, starting high school could be placed under the heading ‘change/challenge’.  Students are to construct a mind map that explores the factors of self that affect their own life in both positive and negative ways.  Nick Vujicic is a man who was born with no legs and no arms. He is now an inspirational speaker that shares his life story with whoever is willing to listen. He has turned his situation into a positive and can relate and motivate others to look at the glass half-full.   * [No Legs, No Arms, No Worries!](https://ed.ted.com/on/QpfmsLex)   Students will watch the video and answer the following questions.   1. What factors of ‘self’ have impacted Nick’s life? 2. What have been his positive and negative experiences? 3. How has he changed negative into positive? 4. What can we learn about our sense of self from hearing Nick’s story?   Use a variety of examples for students to identify the factors of self and the positive and negative impacts.  View the ‘[Dove Real Beauty Sketches](https://www.youtube.com/watch?v=litXW91UauE)’ and discuss the way we perceive ourselves is different to how others perceive us.  Discussion questions could include:   * What factors impact our perception of ourselves? * How does the way we see ourselves impact our self-esteem? * Can the perception of ourselves hinder our experiences and achievements?   After viewing the video, students write a description of themselves. They pair up and write a description of the other person. They compare their own description of themselves with the other.  Reflection  Students complete a reflection of what they have learnt and the sense of self. They provide responses for the following:   * Discoveries made about sense of self * What is sense of self? * Our sense of self is… * This is because our sense of self can be affected by… | Student completion of comparative table  Think-Pair-Share  Completion of personality test  Examples of Factors of Self  Individual mind map  Completion of written responses  Student engagement in class discussions  Written description  Reflection Responses |
| Year 11  ES11-5  recognise the text structures and language features of texts, for example visual and aural cues, to differentiate between main ideas, supporting arguments and evidence  engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways  Year 12  ES12-5  explain structural and language features, for example visual and aural cues that identify main ideas, supporting arguments and evidence  identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech | Universal Human Experiences  Humans share experiences or have the same experiences as others.  Students brainstorm the experiences that are common to all human beings.  Choose between watching the trailer or full documentary of ‘The Human Experience’.   * [The Human Experience – Trailer](https://www.youtube.com/watch?v=hIruQ4nKVc0) * [The Human Experience – Full documentary](https://vimeo.com/57076124)   Discussion questions:   1. How is the human experience defined? 2. What experiences are outlined in the documentary? 3. Can you relate to any of the experiences outlined? Give reasons for your response. 4. How can seeing others as human change the world? 5. Identify some of the documentary film techniques used to convey meaning. 6. What is the overall message of the documentary?   Humans of New York  The [Humans of New York](http://www.humansofnewyork.com/) website focuses on sharing the stories of everyday individuals. Students explore the website and select an example of the following:   * Connectedness * Overcoming adversity * Interpersonal relationship   They are to summarise the story and discuss how it represents the chosen factor of self.  Students conduct a Humans of New York style interview in their school. They can select between 5-10 individuals and interview them based on their experience. They will share these with the class. | * Class discussion and brainstorm * Analysis of Human Experience Documentary * Student selection of story and written justification * Interviews |
| Year 11  ES11-6 explore a wide range of different types of texts to identify different strategies and styles of composing  ES11-7  engage with literary texts that represent ideas through imaginative and expressive language  select text structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes, for example write diary entries of real or imagined people, create interactive websites, participate in workplace role plays and script fictional dialogues  Year 12  ES12-5 interpret a range of texts, including those by and about Aboriginal and/or Torres Strait Islander Peoples, composed for a variety of purposes  ES12-7  explore literary and multimodal texts that represent ideas through imaginative and expressive forms  select text structures, language and visual features to communicate and effectively represent ideas | The Art and Craft of Storytelling  In preparation for the Life Story assessment task, students will explore the craft of storytelling to enhance their skills in telling their own story and the story of others.  What makes a story great? What makes someone a good storyteller? Storytelling is something we all do naturally, starting at a young age, but there’s a difference between good storytelling and great storytelling.  Watch the ‘[Stories for Impact](http://digitalstorytellers.com.au/)’ video and introduce the students to the concept of storytelling.  Discuss the following:   * What are the aspects of storytelling? * What does good storytelling include? * How has technology changed the way we tell stories?   The Moth  “I love The Moth because its very origin is deeply rooted in our desire to connect with each other through shared experiences in stories.”  [The Moth](https://www.themoth.org/) is an organisation that aims to share the life experiences of individuals. There are a series of podcasts available based on different individuals. You can select podcasts to listen to as a class or have the students research the page on their own.  Discuss the stories you have explored.  Students participate in a Moth style presentation of their own story/experiences. Here are some tips to help students:   * [The Moth: Tips for Storytelling, Safety and Best Practice](https://s3.amazonaws.com/themoth-images-development/The-Moth-Tips-for-Storytelling-Safety-and-Best-Practice.pdf)   Expressing Memories  Think of a memory that you remember vividly. It should be a memory that comes easily to you. Why do you think you remember this so well? Try connecting one or more emotions to this memory.  Verbally: Tell your memory to someone that you know. Can you make them feel the emotion?  Written: Write your memory in less than a page. Do the emotions come out in your words?  Visually: Express your memory using only lines and shapes. Do the emotions come out in your drawings?  Watch the video on ‘[The danger of a single story](https://www.ted.com/playlists/62/how_to_tell_a_story)’ by Chimamanda Ngozi Adichie, and discuss the speaker’s view on storytelling.   1. Do you agree with the statement she is making? 2. List the experiences she shares with the audience. | * Student responses * ‘Moth Style’ storytelling * Student responses and engagement with discussion * Description of memory * Written responses * Student engagement with video and discussion |
| Year 11  ES11-6 recognise the similarities and differences between the language features, text structures and stylistic choices used in a range of texts composed for different purposes, audiences and contexts  ES11-7 critique a variety of texts and consider how language features, text structures and stylistic choices are selected and used to convey meaning  Year 12  ES12-6 select and use appropriate language features, text structures and stylistic choices for different media, audiences, contexts and purposes  ES12-7 experiment with the use of media, types of texts, text structures and language features, for example the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in argument, choice of layout in websites and use of questioning strategies and tone of voice in interviews | Interviews/Life Story Preparation  Students will prepare themselves for the interview element of their assessment task. They will develop the skill of using open and closed questioning styles. There are many examples of interview styles. Choose from the examples below and compare and contrast.   * [Q&A (ABC)](https://www.youtube.com/user/abcqanda) * [Australian Story (ABC)](https://www.youtube.com/watch?v=SjIHB8WzJek) * [Insight (SBS)](https://www.youtube.com/user/InsightSBS) * [60 Minutes](https://www.youtube.com/user/60Minutes9) (Channel 9) * [ABC Conversation Hour – Waleed Aly](http://www.abc.net.au/radio/programs/conversations/waleed-aly:-out-of-the-box/7866692)   Questions:   1. Make a list of questions asked in the interview. 2. Do you think the interview was effective? Why or why not? 3. What voice techniques does the interviewee use to express their story in a way that engages the audience?   Assessment Preparation  In preparation for the assessment task, students will compose their interview questions with their subject in mind. They are to have these questions checked by their classroom teacher.  Remind students to use open and closed questions. Closed-ended questions are those which can be answered by a simple "yes" or "no," while open-ended questions are those which require more thought and more than a simple one-word answer.  Open and Closed Questions  In pairs, students should try out open and closed questions on each other. For example:   * How old are you? * What do you most enjoy about being your current age? * Do you think you’ll be driving by the time you leave school? * Have you any pets? * What do you think are the advantages of going away on family holidays?   Discuss the kinds of questions most likely to elicit the richest answers. | * Response to questions * Working in pairs to develop questions |
| Year 11  ES11-5 compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in texts  Year 12  ES12-5 responds to and/or uses features of oral language for specific purposes, for example tone, volume, pitch, pauses and change of pace | Close Study of an Individual through Spoken Word Poetry   * [Omar Musa – Capital Letters](https://www.youtube.com/watch?v=XZfJsOGOxnw) * [Kosal Khiev – Why I Write](https://www.youtube.com/watch?v=YstoXrrz1Gs) * [Shane Koyczan – To This Day](https://www.youtube.com/watch?v=ltun92DfnPY)   Poem 1:  Teacher-directed discussion of the first poem to familiarise the students with the poet’s style, subject matter and attitudes. Class to discuss and make notes on the poem.  Poem 2:  In groups, pairs or individually, read and discuss the poem, making notes on the following:   * What the poem is about * The language features in the poem * The tone of the poem * Personal response to the poem   Share the responses with the class so that a jointly-constructed response can be created and then recorded by the class.  There is an art to conveying meaning in spoken word poetry. In pairs, discuss the following elements of the poem:   1. Intonation, stress and pitch 2. Words in the poem or rap that are stressed 3. Meaning conveyed by the reading to the audience 4. Effectiveness of the performance | * Student engagement in class discussion * Collaborative analysis of slam/ppoken word poem * Analysis of performance |
| Year 11  ES11-5 compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in texts  ES11-7 use persuasive, visual and literary techniques to engage audiences in a range of modes, media and contexts  Year 12  ES12-7 use a widening range of persuasive, visual and literary techniques to effectively engage audiences in a range of modes, media and contexts  ES12-5 compose structured texts that explain the ways language features, text structures and stylistic choices have been used in texts for particular effects | Life Story Research Task  Teacher should model the deconstruction of a life story before the students complete their own.  In this task, you will demonstrate your capacity to select, understand and provide a commentary on a short life story.  You should select a life story presented in print, video or multimedia format that you believe is successful. The story should be similar in length to those you have studied in class. The first task is to provide each of the following details of the life story:   * The author’s name (that’s you) * The title of the life story, and the name of the subject (that’s the person you are writing about) * The source of the material so that your teacher can read or view the life story you have chosen:   + If it is available online, you should provide the URL (and the date accessed), publication, date and page.   + If it is in print format, you should provide the name of the publication, date and page.   Next you should address each of the six tasks or questions, staying as close to the word limits as possible:   1. What is the most significant theme or event developed in the life story of this subject? (approximately 30 words) 2. List four open interview questions you imagine the writer may have asked to elicit the information contained in this life story. (approximately 60 words) 3. Describe three literary, language or grammatical devices (such as similes, rhetorical questions, specialist vocabulary, repetition, short sentences, devices and language to create mood) that have been used by the writer to engage the audience and intensify the audience response. Include your assessment of how successful each of these was in achieving impact. (approximately 33 words per device, total of approximately 100 words) 4. Discuss the strengths and limitations of the medium used to tell this story. (approximately 75 words) 5. Without knowing the full background to the story, what kinds of ethical issues had to be considered in the production of this story? How ethical does the treatment of the subject (person who is the focus of the story) seem to you? (approximately 100 words) 6. Rate the story between 1 and 5 stars, providing two justifications for your rating. (approximately 40 words) | * Written responses * Analysis of Life Story * Written discussion * Written justifications |
| Year 11  ES11-6 edit work to improve clarity, accuracy and expressiveness in their use of language  Year 12  ES12-6 edit their own and others work to improve clarity, accuracy and expressiveness in their use of language | Assessment Task  At the conclusion of the unit, students will present their digital life story at a showcase event. | * Student completion of Digital Life Story Presentation |

Reflection and evaluation

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