



Analysing Textual Integrity in Rabindranath Tagore's *The Post Office* Unit of Work

(NSW English Syllabus
for the Australian curriculum: Stage 4)

Unit overview and lessons
based on exploring textual
integrity in classic Indian
playwright Rabindranath
Tagore's *The Post Office*

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Updated 2017

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Cataloguing data

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Title: *Analysing Textual Integrity in Rabindranath Tagore's The Post Office Unit of Work* (NSW English Stage 4 Syllabus for the Australian curriculum)

ISBN: 978-0-9942041-8-9

Publisher: Shelley McNamara

Editor: Shelley McNamara

Proofreader: Linda Grace

Cover text: http://commons.wikimedia.org/wiki/File:India_-_Varanasi_post_office_-_1582.jpg

Typeset in Book Antiqua and Bookman Old Style

Unit of work:	Analysing Textual Integrity in Rabindranath Tagore's <i>The Post Office</i>	Year: 7/8	Stage: 4 NSW English Syllabus for the Australian curriculum
Duration:	5 weeks	Assessment:	Analytical paragraphs
Text types:	Playscript Reflection Letter writing	Language:	Narrative elements and textual integrity, symbolism, metaphors
Concept:	Textual Integrity and Reflection		
<p>Learning experiences: reading, writing, viewing, listening, creating, performing</p> <p>Links to other learning areas:</p> <ul style="list-style-type: none"> • History <p>General capabilities:</p> <ul style="list-style-type: none"> • Literacy • Critical and creative thinking <p>General capabilities:</p> <ul style="list-style-type: none"> • capability • Intercultural understanding • Literacy • Personal and social capability <p>Other learning across the curriculum areas</p> <ul style="list-style-type: none"> • Civics and citizenship • Difference and diversity 			

Essential Learning Goal	Overarching Questions	Key Learning Ideas
How do the narrative elements of a play work together to create textual integrity?	What is textual integrity? How do the narrative elements work together to create integrity? What universal values are shown and how are they represented in <i>The Post Office</i> ?	Meaning and significance of textual integrity How narrative elements such as language, characters, plot and context work together as a whole to represent textual integrity Values in the play Effect of symbolism

Analyzing Textual Integrity in Rabindranath Tagore's The Post Office Links to NSW English Syllabus K-10 for the Australian curriculum: Stage 4

Objective A: Outcome 1

A student: responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-1A

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> ● recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts ● consider and analyse the ways their own experience affects their responses to texts ● explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints ● experiment with language forms and features to compose texts for pleasure and enjoyment
Develop and apply contextual knowledge	<ul style="list-style-type: none"> ● interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> ● use increasingly sophisticated verbal, aural, visual and/or written techniques, eg imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure ● identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)
Respond to and compose texts	<ul style="list-style-type: none"> ● respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure ● recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622) ● understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)

Objective D: Outcome 7

A student: demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it EN4-7D

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> ● explore and analyse the ways in which personal experiences and perspectives shape their responses to texts ● draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts

Develop and apply contextual knowledge	<ul style="list-style-type: none"> • compare and contrast texts that present alternative views of their own world • explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts •
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Objective D: Outcome 8

A student: identifies, considers and appreciates cultural expression in texts EN4-8D


Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> • explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1619, ACELT1626)
Develop and apply contextual knowledge	<ul style="list-style-type: none"> • identify and explain cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability and social class • investigate texts about cultural experiences from different sources, eg texts from Asia and texts by Asian Australians, and explore different viewpoints
Respond to and compose texts	<ul style="list-style-type: none"> • respond to and compose texts in a range of different modes and media, recognising and appreciating cultural factors, including cultural background and perspectives • recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)

Objective E: Outcome 9

A student: uses, reflects on and assesses their individual and collaborative skills for learning EN4-9E

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> • articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their individual and collaborative learning
Develop and apply contextual knowledge	<ul style="list-style-type: none"> • understand and value the differences between their own and others' ways of learning in English
Respond to and compose texts	<ul style="list-style-type: none"> • discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced • use and reflect on metacognitive processes used for planning, including brainstorming, mind mapping, storyboarding, role-play and improvisation

NSW Board of Studies, *NSW Syllabus for the Australian Curriculum: English K-10 Syllabus*, 2012, pp 116-133

Content descriptions	Lesson Outline	Suitable for homework	Resources
<p>Outcome 1 respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>Outcome 7 explore and analyse the ways in which personal experiences and perspectives shape their responses to texts</p> <p>compare and contrast texts that present alternative views of their own world</p> <p>explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts</p>	<p>Introducing <i>The Post Office</i></p> <p>Guidance</p> <ol style="list-style-type: none"> 1. Explain, discuss or read notes from the worksheet about <i>The Post Office</i>. 2. Ask students to complete the exercise below: <p>Exercise</p> <ol style="list-style-type: none"> 1. Look at the flag of India, read the notes and complete the questions below. <ol style="list-style-type: none"> a) What is/are the national flag/s of your heritage? b) Illustrate it/them. c) Research what the colours and images represent. 2. <i>Don't Be Afraid To See The World Through The Eyes Of A Child.</i> <p>Imagine you are one of the children in the photo below. What is the world like for you? Write a reflection on how you see the world. Try to include why you see the world the way you do. Consider your background, social and economic circumstances. Compare your reflection with a friend.</p> <p>Diversity of Learners To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:</p> <p>Extension</p> <ol style="list-style-type: none"> 1. Imagine you are looking out of your favourite window. What do you wish you could see? Be specific. 2. Once you can imagine this, draw a picture of everything you've imagined. Draw what you see below. 3. Now, write a letter to a close friend describing what your perfect place looks like, how it makes you feel, and why you wish you could go to this place. 		<p>Introducing <i>The Post Office</i> worksheet</p> <p>http://www.pickywallpapers.com/2560x1600/miscellaneous/flags/india-flag-wallpaper/download/</p> <p>http://commons.wikimedia.org/wiki/File:US_Navy_050105-N-5376G-020_Indonesian_children_smile_and_cheer_as_U.S._Navy_helicopters_from_USS_Abraham_Lincoln_(CVN_72)_fly_in_purified_water_and_relief_supplies_to_a_small_village_on_the_Island_of_Sumatra,_Indonesia.jpg</p>

	Special educational needs <ol style="list-style-type: none">1. Write dot points in response.2. Reduce the number of activities.		
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