

Exploring Power and Privilege in Fairytales

Unit of Work

(Suitable for all state-based curriculums
for the Australian English Curriculum:
Year 9)

Unit overview and lessons based
on analysis of how modern and
classic fairytales represent power
and privilege and developing
skills in creating fairytales
that challenge those notions



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Unit of work:	<i>Exploring Power and Privilege in Fairytales</i>	Years:	9
Duration:	6 weeks	Assessment:	Fairytale narrative
Text types:	Narratives	Language:	Modality, commas, semi-colons, colons, brackets
Concepts:	Cultural perspectives and representations and reflection		

Learning experiences:

reading, writing, viewing, listening, creating, representing

Cross-curriculum priorities

- Asia and Australia's engagement with Asia
- Sustainability

Links to other learning areas:

- History
- Art

General capabilities:

- Critical and creative thinking
- Ethical understanding
- Intercultural understanding
- Literacy
- Personal and social capabilities

Other learning across the curriculum areas

- Civics and citizenship
- Difference and diversity

Essential Learning Goal	Overarching Questions	Key Learning Ideas
<ul style="list-style-type: none"> • How cultural perspectives are explored in fairytales from around the world. • How power and privilege are explored in and through fairytales. 	<ul style="list-style-type: none"> • What constitutes the fairytale genre? • What is the history of fairytales? • How have fairytales impacted on modern perspectives on the world? • In what ways are power and privilege explored in and through fairytales? What is the impact of this on cultural understanding? • What is appropriation? How can it communicate ideas effectively? • In what ways can reflecting on your own processes of learning and creating texts be of value? 	<ul style="list-style-type: none"> • The fairytale genre • Symbolism and motifs in fairytales • How power and privilege are explored in and through fairytales • Purpose, audience and history of fairytales • Strategies for writing fairytales • Challenge archetypal characters and situations in fairytales • Values in fairytales • Appropriation • Cultural perspectives in fairytales from diverse cultures • Reflection strategies.

Power and Privilege in Fairytales Unit of Work **Links to Australian English Curriculum: Year 9**

Language		
Sub-strands	Content descriptions	Elaborations
Language for interaction	Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)	<ul style="list-style-type: none"> comparing texts that use evaluative language in different ways – print advertisements, editorials, talkback radio and poetry – and identifying wordings that appraise things indirectly, through evocative language, similes and metaphors that direct the views of the readers in particular ways
Text structure and organisation	Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	<ul style="list-style-type: none"> experimenting with ways to present personal viewpoints through innovating with texts
Text structure and organisation	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)	<ul style="list-style-type: none"> experimenting with the use of colons and semicolons in expositions and other extended writing to improve precision and clarity of expression investigating instances of colons and semicolons in expository texts and discuss their uses in elaborating on and clarifying ideas in complex sentences
Expressing and developing ideas	Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)	<ul style="list-style-type: none"> identifying and analysing aspects of rhetoric in speeches drawn from contemporary and earlier contexts and students creating speeches of their own
Expressing and developing ideas	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)	<ul style="list-style-type: none"> investigating the use of symbols, for example the flag, the digger's hat and the Southern Cross in images, films and picture books, and evaluating their contribution to viewers' understanding of issues, for example national identity, recognising that visual and verbal symbols have different meanings for different groups

Literature		
Sub-strands	Content descriptions	Elaborations
Literature & context	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	<ul style="list-style-type: none"> • exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students' own • exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students' own • reviewing historical fiction or nonfiction written by and about the peoples of Asia • analysing literary texts created by and about Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) and also texts including film produced by and about peoples of Asian background, and considering the different ways these texts represent people, places, things and issues
Responding to literature	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)	<ul style="list-style-type: none"> • establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts
Examining literature	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)	<ul style="list-style-type: none"> • comparing texts created by the same author to determine literary style, assessing its appeal and presenting this comparison to others • examining how different authors make use of devices like myth, icons and imagery and evaluating the effect of these choices on audiences

Examining literature	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)	<ul style="list-style-type: none"> identifying examples of language devices in a range of poems, ballads or poetic extracts, and considering how their use adds to meaning and may also influence the emotional responses of listeners or readers, in varying ways exploring how language devices look or sound in written or spoken texts, how they can be identified, purposes they serve and what effect they might have on how the audience responds taking a particular area of study, a topic or theme and examining how different authors make use of devices like myth, icons and imagery in their work
Examining literature	Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)	<ul style="list-style-type: none"> evaluating the effect on readers of text structures and language features of a literary text and comparing these with other texts by comparing texts, writing or speaking about how well the author constructed the opening and closing sections of the text and used 'hooks' to keep the reader/viewer/listener engaged and reading on/watching/listening to the end
Creating literature	Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)	
Literacy		
Sub-strands	Content descriptions	Elaborations
Texts in context	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)	<ul style="list-style-type: none"> comparing perspectives represented in texts from different times and places, including texts drawn from popular culture identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts) reflecting on the notion that all texts build on a body of prior texts in a culture

		<ul style="list-style-type: none"> • analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts, for example comparing and analysing perspectives about an Aboriginal and Torres Strait Islander issue reported in commercial media compared to public and Aboriginal and Torres Strait Islander media • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations
<p>Interpreting, analysing, evaluating</p>	<p>Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)</p>	<ul style="list-style-type: none"> • debating the reliability of the coverage in a range of news media of a contentious issue such as commercial logging of old growth forests • evaluating techniques used to construct plot and create emotional responses such as comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time • constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue • identifying whether two texts may share a common purpose or audience, for example a feature article on a particular website or in a particular newspaper • analysing how issues are debated and reported in the media in different countries, and the possible reasons for this, for example ‘whaling’ in Japan and Australia • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things; identifying how listeners, viewers and readers are positioned by these representations, and supporting identified points with examples

Interpreting, analysing, evaluating	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	<ul style="list-style-type: none"> identifying or commenting on the author's approaches and use of techniques, design, form and style
Creating texts	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)	<ul style="list-style-type: none"> checking for run on sentences, eliminating unnecessary detail or repetition, and providing clear introductory and concluding paragraphs

ACARA, Australian Curriculum: English. Accessed Jan 10, 2018

Content descriptions	Quality Teaching Framework	Lesson Outline	Suitable for homework	Resources
<p>Literacy: Texts in context</p> <ul style="list-style-type: none"> analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739) <p>Language: Language for interaction</p> <ul style="list-style-type: none"> Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552) 	<p>Intellectual quality Deep understanding Problematic knowledge Higher-order thinking Metalanguage</p>	<p>Part 1: The significance of fairytales</p> <p>Power and privilege in fairytales</p> <p>Guidance</p> <ol style="list-style-type: none"> 1. Explain, discuss or read notes from the worksheet about the significance of fairytales. 2. Asks students to create a mind map of ideas related to power and privilege. 3. Ask students to complete the task below: <p>Task</p> <ol style="list-style-type: none"> a What does it mean to you to have 'power'? b Why write stories about power? c What does it mean to you to have 'privilege'? d Why write stories about privilege? e What does it mean to be 'right and just' to you? f We have already begun to discuss binaries – two opposing forces, such as empowered/disempowered, privileged/not privileged. These create tensions in stories. Why do you think tension is necessary in stories? <p>Diversity of Learners To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the tasks below:</p> <p>Extension</p> <ol style="list-style-type: none"> a Write or draw symbols about the following: <ol style="list-style-type: none"> i If power and privilege were a place, what would it look like? ii If power and privilege were a person, what would it look like? iii If power and privilege were a story, what would it look like? 		<p>Power and privilege in fairytales worksheet</p>

		<p>b Now that you have thought about power and privilege, write a definition of 'power' and 'privilege'.</p> <p>c How do you think these two terms could apply to fairytales? Think of a fairytale that conveys power and privilege through the characters, setting, plot and themes.</p> <p>Special educational needs</p> <ol style="list-style-type: none">1. Reduce the number of activities.		
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