Exploring Power and Privilege in Fairytales Unit of Work

(NSW English Stage 5 Syllabus for the Australian curriculum)

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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www.qwiller.com.au

First published 2017 by
QWILLER
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Cataloguing data

Author: Shelley McNamara

Title: *Exploring Power and Privilege Unit of Work* (NSW English Stage 5 Syllabus for the Australian curriculum)

ISBN: 978-1-925624-74-8

Publisher: Shelley McNamara

Editor: Shelley McNamara

Proofreader: Jessica Nelson

Cover text: http://www.publicdomainpictures.net/pictures/190000/velka/fairy-tale-illustration-1473274953KVs.jpg

Typeset in Bookman Old Style 12pt and Tekton Pro BoldCond 12pt

Unit of work:	Exploring Power and Privilege in Fairytales	**Years:** 9/10	**Stage:** 5
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
• How cultural perspectives are explored in fairytales from around the world. • How power and privilege are explored in and through fairytales.	• 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?	• 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.

ISBN: 978-1-925624-74-8

Exploring Power and Privilege in Fairytales Unit of Work
Links to NSW English Syllabus K-10 for the Australian curriculum: Stage 5

Objective B: Outcome 3

A student: selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning EN5-3B

Sub-strands	Content descriptions
Engage personally with texts	• engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways • analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
Understand and apply knowledge of language forms and features	• evaluate techniques (eg contrast, exaggeration, juxtaposition or changing chronological order) used in spoken, written and visual texts to, for example, construct plot and create emotional responses • refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571) • understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)
Respond to and compose texts	• create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815) • use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813) • compose and respond to a wide range of visual texts, eg picture books, graphic novels and films, using a range of appropriate techniques and metalanguage

Objective D: Outcome 7

A student: understands and evaluates the diverse ways texts can represent personal and public worlds EN5-7D

Sub-strands	Content descriptions
Engage personally with texts	• explore and reflect on their own values in relation to the values expressed and explored in texts • reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own

Develop and apply contextual knowledge	• evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences • understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565) • explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635) • evaluate the social, moral and ethical positions represented in texts (ACELT1812)
Understand and apply knowledge of language forms and features	• analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts • use and analyse increasingly complex language features to present a viewpoint on issues such as environmental and social sustainability
Respond to and compose texts	• explore and analyse ethical positions on a current issue, including the values and/or principles involved, in digital communication forums • respond to and compose sustained imaginative, creative and critical texts that represent aspects of their expanding personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure

Objective D: Outcome 8

A student: questions, challenges and evaluates cultural assumptions in texts and their effects on meaning EN5-8D

Sub-strands	Content descriptions
Engage personally with texts	• create texts to demonstrate their view of the world with reference to the texts of other cultures • analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others
Develop and apply contextual knowledge	• identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class • identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752) • compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1633, ACELT1639) • analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)
Understand and apply knowledge of language forms and features	• examine how language is used to express contemporary cultural issues • explain and evaluate the ways in which modern communication technologies are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences

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Respond to and compose texts	• analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749) • analyse literary texts created by and about a diverse range of Australian people, including people from Asian backgrounds, and consider the different ways these texts represent people, places and issues • analyse and describe the ways texts sustain or challenge established cultural attitudes and values
Objective E: Outcome 9 **A student:** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness EN5-9E	
Sub-strands	**Content descriptions**
Engage personally with texts	• articulate and discuss the pleasures and difficulties, successes and challenges experienced in investigation, problem-solving and independent and collaborative work, and establish improved practices
Develop and apply contextual knowledge	• purposefully reflect on and value the learning strengths and learning needs of themselves and others • understand the learning purposes, specific requirements and targeted outcomes of tasks
Understand and apply knowledge of language forms and features	• understand and apply appropriate metalanguage to reflect on their learning experiences
Respond to and compose texts	• understand and confidently integrate their own processes of responding to and composing a wide range of different types of texts • examine the ways that the processes of planning, including investigating, interviewing, selecting, and recording and organising ideas, images and information, can and should be modified according to specific purposes, texts and learning contexts • use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas

NSW Board of Studies, *NSW Syllabus for the Australian Curriculum: English K-10 Syllabus*, 2012, pp 134-151

Content descriptions	Quality Teaching Framework	Lesson Outline	Suitable for homework	Resources
Outcome 3 • engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways **Outcome 7** • use and analyse increasingly complex language features to present a viewpoint on issues such as environmental and social sustainability	**Intellectual quality** Higher-order thinking Metalanguage	**Symbolism in fairytales** **Guidance** 1. Explain, discuss or read notes from the worksheet about symbolism in fairytales. 2. Discuss an image reflective of fairytales. See the link below. https://pixabay.com/en/moon-fairy-tales-worlds-boy-books-1275774/ 3. Discuss the following question: What other ideas do you think are being conveyed about the following things in the image? • Boy • Moon • Trees • Sky • Earth • Birds • Books • Hot air balloon **How symbolism is created** 1. Discuss how symbolism is created through the following: • Colour • Objects • Icons 2. Ask students to complete the task below: **Task** a In the table below, identify examples of symbols and explain the ideas the symbols communicate. An example has been completed as a guide.	✓	Symbolism in fairytales worksheet Fairytale images https://pixabay.com/en/moon-fairy-tales-worlds-boy-books-1275774/ https://pixabay.com/en/fantasy-landscape-mystical-2657122/ https://commons.wikimedia.org/wiki/File%3AFolk-tales_of_Bengal_053.jpg

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Symbol	Symbolism examples	The ideas the symbol communicates
Colour	Blood red	Danger, life force, death
Objects	Glasses	Clarity, intelligence, being studious
Icons	Australian flag	Australian values, patriotism

b Refer to the link below to an illustration titled *Folktales of Bengal* from 1912. See the link below. Identify the following symbols:

- Colours
- Objects
- Landscapes
- Icons

https://commons.wikimedia.org/wiki/File%3AFolk-tales_of_Bengal_053.jpg

c Brainstorm ideas about one of the following potential symbols or choose your own:

- A tree or garden
- A house
- A computer game.

d Brainstorm potential characters and a setting that goes with the symbol you chose.

Diversity of Learners

To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the tasks below:

Extension

a Write a descriptive paragraph about your chosen character in the setting. Include ideas about your symbol to develop an understanding of your character and what is important to them.

Special educational needs

1. Reduce the number of activities.