



Analysing and Creating Australian Stories Unit of Work

(Suitable for all state-based curriculums
for the Australian English Curriculum:
Year 10)

Unit overview and lessons
based on developing student
skills in exploring and creating
Australian stories through
analysis and interpretation of
perspectives and voice in creative
and non-fiction Australian texts

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Unit of work: Analysing and Creating Australian Stories	Year: 10
Duration: 6 weeks	Assessment: Documentary or YouTube clip
Text types: Documentaries, short stories, recounts, articles, prose poetry	Language: Film techniques, voice, perspectives
Concept: Voice, perspectives and creative writing	
<p>Learning experiences: reading, writing, viewing, creating</p> <p>Links to other learning areas:</p> <ul style="list-style-type: none"> • History • Drama <p>General capabilities:</p> <ul style="list-style-type: none"> • Personal and social capability • Critical and creative thinking • Intercultural understanding • Ethical understanding <p>Cross curriculum priorities:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and culture • Asia and Australia's engagement with Asia 	

Essential Learning Goal	Overarching Questions	Key Learning Ideas
<p>To analyse and interpret voice and perspectives in <i>Analysing and Creating Australian Stories</i> and to use this knowledge to develop skills in creating texts with a unique voice to represent personal perspectives.</p>	<p>How are voice and perspectives represented in texts?</p> <p>How can voice be developed in writing?</p> <p>How does interpretation affect experiences with texts?</p>	<p>How voice in texts is created</p> <p>How perspectives in texts are created</p> <p>The effects of perspectives and voice in texts on the responder</p> <p>How to create YouTube clips and documentaries about <i>Analysing and Creating Australian Stories</i></p>

Analysing and Creating Australian Stories Unit of Work

Links to Australian English Curriculum: Year 10

Language		
Sub-strands	Content descriptions	Elaborations
Language for interaction	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)	<ul style="list-style-type: none"> identifying language that seeks to align the listener or reader (for example 'of course', 'obviously', 'as you can imagine') identifying the use of first person 'I', 'we' and second person pronouns 'you' to distance or involve the audience, for example in a speech made to a local cultural community identifying references to shared assumptions identifying appeals to shared cultural knowledge, values and beliefs reflecting on experiences of when language includes, distances or marginalises others creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries)
Text structure and organisation	Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)	<ul style="list-style-type: none"> reproducing and adapting existing print texts for an online environment and explaining the reasons for the adaptations (for example accounting for the navigation and use of hyperlinks as structuring principles in hypertext narratives) investigating the structure and language of similar text types like information reports and narratives and how these are influenced by different technological affordances (for example hyperlinks as structuring principles in hypertext narratives versus linear text sequencing principles in print narratives)
Expressing and developing ideas	Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)	<ul style="list-style-type: none"> experimenting with aspects of visual texts to establish different nuances, for example evaluating the impact of the movement of camera or light in moving images
Literature		
Sub-strands	Content descriptions	Elaborations
Responding to literature	Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)	<ul style="list-style-type: none"> determining, through debate, whether a text possesses universal qualities and remains relevant presenting arguments based on close textual analysis to support an interpretation of a text, for example writing an essay or creating a set of director's notes creating personal reading lists in a variety of genres and explain why the texts qualify for inclusion on a particular list

		<ul style="list-style-type: none"> reflecting upon and asking questions about interpretations of texts relevant to a student's cultural background
Responding to literature	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)	<ul style="list-style-type: none"> looking at a range of texts to consider how the use of a structural device, for example a female narrator, may influence female readers/viewers/listeners to respond sympathetically to an event or issue
Creating literature	Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)	<ul style="list-style-type: none"> creating texts which draw on students' experience of other texts and which have a personal aesthetic appeal reflect on the authors who have influenced students' own aesthetic style and evaluate their impact
Creating literature	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)	<ul style="list-style-type: none"> creating a range of students' own spoken, written or multimodal texts, experimenting with and manipulating language devices for particular audiences, purposes and contexts using humour and drama as devices to entertain, inform and persuade listeners, viewers and readers

Literacy

Sub-strands	Content descriptions	Elaborations
Texts in context	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)	<ul style="list-style-type: none"> considering ethical positions across more than one culture as represented in text and consider the similarities and differences questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons identifying and evaluating poetic, lyrical language in the depiction of people, culture, places, events, things and concepts in texts analysing the ways socio-cultural values, attitudes and beliefs are presented in texts by comparing the ways news is reported in commercial media and Aboriginal and Torres Strait Islander media

<p>Interacting with others</p>	<p>Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)</p>	<ul style="list-style-type: none"> • identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes • identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons • applying knowledge of spoken, visual, auditory, technical and multimodal resources (for example sound and silence, camera shot types, lighting and colour) in conjunction with verbal resources for varying purposes and contexts • selecting subject matter and language to position readers to accept representations of people, events, ideas and information
<p>Interacting with others</p>	<p>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)</p>	<ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, activating prior knowledge to assess the credibility of a speaker’s assertions, and summarising alternative views on an issue • choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language devices such as evaluative language, cause and effect, anecdotes and humour for particular effects • adapting voice effects, such as tone, volume, pitch, pauses and change of pace, for their specific effects such as putting forward a point of view or attempting to persuade an audience to a course of action
<p>Interacting with others</p>	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)</p>	<ul style="list-style-type: none"> • using assumptions about listeners, viewers and readers to try to position them to accept a particular point of view
<p>Interpreting, analysing, evaluating</p>	<p>Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)</p>	<ul style="list-style-type: none"> • skim reading sections of a persuasive text to identify the main contention, key arguments in linked paragraphs and supporting evidence in order to locate points for building rebuttal or counter argument

Interpreting, analysing, evaluating	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)	<ul style="list-style-type: none"> identifying the meaning of an increasing range of subtle vocabulary, for example inferring the different connotations of words in advertising texts from other cultures
Creating texts	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)	<ul style="list-style-type: none"> presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied exploring models of sustained texts created for persuasive purposes about a challenging or complex issue from other cultures, including Asia
Creating texts	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)	<ul style="list-style-type: none"> designing a webpage that combines navigation, text, sound and moving and still images for a specific audience

ACARA, Australian English Curriculum. Accessed Jan 10, 2018

Content Descriptions	Lesson Outline	Suitable for homework	Resources
<p>Literature Responding to literature 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)</p> <p>Language Language for interaction Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)</p> <p>Literacy Interacting with others 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)</p> <p>Literature Responding to literature reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)</p>	<p>Australian identity</p> <p>Guidance</p> <ol style="list-style-type: none"> 1. Explain, discuss or read notes from the worksheet about Australia's identity. 2. Ask students to complete the exercise below: <p>Exercise</p> <ol style="list-style-type: none"> 3. The writer begins with a snapshot of Bondi. Describe the people of Bondi. 4. What does 'Australia is a 'country of clichés' mean? 5. What are some of these Australian clichés? 6. What do you think the author means by Australian's 'obsessed with identity is a cliché'? 7. What are some ways that the clichés mentioned are actually contradicted? 8. Why do you think the Bush narrative is the 'default Australian cultural narrative'? 9. How do you think the Director of Ceremonies, Ric Birch's opening ceremony for the 2000 Olympics showed 'self-satire'? 10. The writer quotes a PHD researcher who says that 'Australia has no national dress, song or literature'. Do you agree with this? Explain your answer. 11. Draw a sketch of what you think should be our national dress. Draw your image. 12. What do you think would be a good national song? What would be a good example of national literature? Explain your ideas. 13. How do you think our 'national narrative made up of bush, beach, and beer (or Bundy) could be a cliché? 14. Do you think Australia's identity has changed over the last 20 years? Explain how and the contributing factors. 		<p>Australian identity worksheet</p> <p>https://theconversation.com/bush-beach-beer-and-bayonet-or-a-grown-up-australia-in-asia-7172</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. Create a snapshot of people in your local area. Continue the following sentence by adding a time and place and then a list of people in your area –how they behave, their dress and any other thing that distinguishes them. 2. _____ at _____ reveals a snapshot of today’s Australia: 3. Write a short article putting forward your argument about ‘What is Australia for’. Explain your perception of Australian identity. 4. Read your article to a friend and listen to a friend’s article. Discuss your different and/or similar viewpoints. <p>Special educational needs</p> <ol style="list-style-type: none"> 1. Write dot points in response. 2. Reduce the number of activities. 		
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