English sample unit: Global connections   **Stage 3**

Focus: Global connections, visual texts	**Duration:** 10 weeks (2–3 lessons/week)
Overview In this unit, students learn to critically analyse and respond to texts, with a focus on multimodal and visual texts. They explore the ways in which texts are structured and presented in order to communicate ideas and influence viewers. Students investigate the ways in which Australia is interconnected with other nations, and explore a range of global issues including issues of war and peace, poverty, extreme weather conditions and refugee experiences. Students consider the individual and national responsibilities of global citizens of the 21st century, and are encouraged to think about how they can act to facilitate equity and justice for others through their choices and actions. They explore publications of various groups working to support children and refugees, eg UNICEF and World Vision, and read the story of *Sadako and the Thousand Paper Cranes*. Students also compare the written and multimedia versions of *Cloudy with a Chance of Meatballs*.	**Links to other KLAs** History – students can explore democratic practices in Australia and overseas, and consider immigration in Australia in the past. Geography – students view, interpret and manipulate maps and population tables to better understand Australia's global connections. Science and Technology – students investigate weather phenomena and natural disasters, including their impact on people and nations; students use information communication technology to view and create texts, including blogs, wikis, podcasts and multimedia presentations, and use design and technologies skills to develop models and prototypes meeting the needs identified by researching and thinking differently. Visual Arts – students explore principles of design to view and create visual texts and presentations.

Outcomes	**Assessment overview**
EN3-2A composes, edits and presents well-structured and coherent texts EN3-3A uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts EN3-6B uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts EN3-8D identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts EN3-9E recognises, reflects on and assesses their strengths as a learner	Ongoing assessment – observation and teacher's anecdotal notes and records, along with evaluation of work samples and analysis of contribution to class discussions. Student work samples will also be graded as a formal summative assessment. Details of this assessment can be found at the conclusion of this unit of work.

Learning sequence	Content	Teaching, learning and assessment
Global connections		
1	**EN3-2A** • use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717) **EN3-3A** • use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)	• Brainstorm ways in which Australia is connected to other nations – construct a class list. • View AusAid video and add new information to list (AusAid videos are updated regularly at www.youtube.com/user/AusAIDvideo; teachers should preview and select a suitable current video). • Discuss features that contribute to an effective mind map (eg colour, text size and font, images). Have students create a mind map to show links between aspects of Australia's global connections. Software such as Inspiration may be used to facilitate digital versions of this activity.

2	**EN3-3A**
	• understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)
	• use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)
	• interpret picture books, comic strips and sequences of digital images which do not contain written text
		• Read the book *We are all Born Free – The Universal Declaration of Human Rights in Pictures* (Amnesty International).
		  – Discuss the meaning of 'human rights' and the nature and importance of various rights articulated in the Declaration.
		  – Discuss the purpose, intended audience and structure of the book.
		  – While reading, investigate the contribution of text and images to the meaning of the book – discuss how illustrations support or complement the text and/or communicate additional meanings.
		• Groups of students analyse one double page each and report back to the class.
		  – Identify images and symbols on the page and explain what they communicate to the reader.
		  – Consider the use of colour, line and balance and how these contribute to the text.
		• Consider whether writing or illustrations could be modified to be more effective.

3	**EN3-2A** • plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)	• Students plan, draft and publish a 'recipe' for a perfect world, demonstrating their knowledge of the Universal Declaration of Human Rights and its importance, including examples and/or supporting quotes from other texts.
4	**EN3-3A** • understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	• Students work in groups to view examples of picture books. – Identify the author's purpose and target audience for each book.

Learning sequence	Content	Teaching, learning and assessment
	• compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708) • interpret picture books, comic strips and sequences of digital images which do not contain written text **EN3-9E** • develop criteria for assessing their own and others' presentations	– Record observations about features such as font, text size, colour, light and shadow, balance and unity, contrast, mood, images, perspective, symbolism, salience of various components, portrayal of characterisation and setting, etc. – Report back to the class and discuss similarities and differences between books considered. • Devise class criteria to evaluate the effectiveness of picture books.
5	**EN3-5B** • identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts	• Students work cooperatively in small groups – each group should create a one-page visual text focused on a particular article from the Universal Declaration of Human Rights, to be put together to form a class book. • Each group uses the class rubric to evaluate the effectiveness of another group's text and to provide constructive feedback to their peers. • Groups modify their page according to feedback, and then compile all pages into a class book.
War: Sadako and the Thousand Paper Cranes		
6–10	**EN3-3A** • use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713) **EN3-5B** • recognise the techniques used by writers to position a reader and influence their point of view **EN3-6B** • understand that language is structured to create meaning according to audience, purpose and context • understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts • identify and explain how choices in language, eg modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)	• As a class or in small groups, students read *Sadako and the Thousand Paper Cranes* over a period of several lessons. The following activities, exploring the use of symbolism and imagery, should be completed as the appropriate place in the text is reached. • Chapter 1 (Good luck signs) – Discuss why the author included the spider, which Sadako thinks is a 'good luck sign' at the end of the chapter. What are some things people consider to be 'good luck signs' in Australian culture? • Chapter 2 (Candles) – Why did Mr Sasaki light the candles (p. 18)? What did the family do with the candles (p. 19)? How does this contribute to the meaning of the chapter? How would it be different without the inclusion of candles? Research and describe how other cultures/traditions use candles in special ceremonies. • Chapter 3 (Doves) – Doves are released by the monks as a symbol of peace (p. 17). Have students research to find out where the use of the dove as a peace symbol originally came from and/or where it is used in other cultures. Have students research to find three other commonly used peace symbols (eg the Rainbow Flag). Have students create their own peace symbol and explain how it represents peace. • Chapter 5 (Cranes) – Why did Chizuko think that making cranes would help Sadako to feel better? How do cranes become an important part of the rest of the story? How would it change the story to remove the making of paper cranes from the plot? Students make paper cranes and reflect on the impact the activity has on them.

Learning sequence	Content	Teaching, learning and assessment
11	**EN3-5B** • recognise the techniques used by writers to position a reader and influence their point of view **EN3-6B** • understand that language is structured to create meaning according to audience, purpose and context • show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) • understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts • identify and explain how choices in language, eg modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)	• Discuss the author's use of simile in Chapter 2 and the way this adds to the text. For example, 'Sadako was sure they would always be as close as two pine needles on the same twig'. – Students describe what this simile communicates about Sadako and Chizuko. – Students think of three other similes that could be used to emphasise the same thing (either known similes from other texts or students' own original examples). – Students write a paragraph describing a close friendship in their own life, explaining why it is so important to them and what they have learned from it, and comparing it to the friendship of Chizuko and Sadako.
12	**EN3-2A** • understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas • plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714) **EN3-3A** • interpret picture books, comic strips and sequences of digital images which do not contain written text	• View photographs of Nagasaki after it was bombed, at www.exploratorium.edu/nagasaki/photos.html (slides 2, 3, 4, 6, 7, 19, 25, 43, 44, 47) – discuss the impact of images on the viewer, considering features such as portrayal of people and places, colour, light and shadow, balance and unity, contrast, mood, perspective, symbolism, salience of various components, etc. Discuss the impact of the text slides and their effect on the viewer. • Discuss how similar ideas could be communicated through words alone, and techniques that could be used to emphasise key ideas, eg repetition, simile and metaphor, alliteration, imagery, personification, etc. Have students create a song or poem which communicates what the photos make them think and feel, and to encourage people to live in peace.
13	**EN3-2A** • compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics • use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)	• Students rewrite the ending to the story of Sadako, in which Sadako does not die. • Discuss the effect of this change in plot on the effectiveness of the story at communicating its message of peace and hope. • Students edit their texts and publish using computer software, including images to enhance their writing.

Learning sequence	Content	Teaching, learning and assessment
Poverty: Advocacy advertisements		

14	**EN3-3A**
	• compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)
	• use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)
	
	EN3-6B
	• understand that language is structured to create meaning according to audience, purpose and context
	• understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts
	• identify and explain how choices in language, eg modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)
	• investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)
	
	EN3-7C
	• analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)
	
	EN3-8D
	• consider how texts about local events and issues in the media are presented to engage the reader or viewer
	• identify and describe the representation of people, places and events in film and the media
	• discuss and explore moral, ethical and social dilemmas encountered in texts
		• Discuss the nature, purpose and prevalence of advertising.
		• Briefly view various humanitarian advertisements and commercial advertisements from print and digital media – consider purpose, audience, structure and features, etc. Identify similarities and differences and discuss possible reasons for these.
		• Have students view and interpret a number of texts designed to raise awareness about issues of poverty and to persuade people to respond to local or global poverty. Texts could include posters, brochures, websites, advertising campaigns (television, radio, online DVD).
		  – Students complete a table comparing and contrasting elements of each text, including target audience, purpose, slogans or other text, use of images, salience of various features of the text, colour and mood.
		  – Discuss the language used within the text, focusing on evaluative language, modality and persuasive language. Compare the effect of language choice in different advertisements, and consider how language choice changes according to the media used, text purpose and audience.
		  – Students identify and describe the ways in which people are depicted in these advertising campaigns, eg determine whether people in poverty are represented in a positive or negative light, explore how Australians are positioned and represented within advertisements.
		  – Consider how a visual text may be constructed differently to engage a different audience, eg how could a poster or television advertisement be modified to target a different age group, gender, or socioeconomic group.
		  – Students select the text they think most effectively achieves its purpose and explain their choice (they may communicate this as part of a class discussion, blog post or exposition).

Learning sequence	Content	Teaching, learning and assessment
15	**EN3-2A** • plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714) • compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics • use increasingly complex research data from print and digital sources to compose short and sustained texts • use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717) **EN3-5B** • identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts • discuss how the intended audience, structure and context of an extended range of texts influence responses to texts • discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts	• Students plan and compose their own visual and/or multimedia texts to persuade people to contribute to the work of a humanitarian organisation, eg World Vision, the Red Cross, Compassion Australia. – Students research the work of their chosen organisation. – Students plan their text, articulating how they will structure it to persuade a particular audience to act in a certain way, applying knowledge of text structures and features to help achieve the purpose of the text. – Students create their texts using digital technologies (eg digital camera, video recorder computer software such as Photo Story, iMovie, Live, Movie Maker, Picasa). – Students present their text to the class, explaining their choice of various features (eg language features, images, sound, layout). – Students reflect on the effectiveness of their own and others' texts.
	Natural disaster and refugees: Cloudy with a Chance of Meatballs	
16	**EN3-3A** • interpret picture books, comic strips and sequences of digital images which do not contain written text **EN3-7C** • compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest	• Read *Cloudy with a Chance of Meatballs*. – Look at the front and back covers of the book – make predictions about characters and events in the text. – Read text as a class, noting information about setting, characters and plot, etc. – Discuss purpose and structure of text – consider the use of line and colour in the illustrations, and their impact on the reader's understanding of the text. – List ways in which the author and illustrator seek to engage the reader's interest and keep them involved in the story. – After reading, evaluate the appropriateness of the front cover – could it be modified to be more effective? – Students design a new cover for the book, including front and back covers and blurb.

Learning sequence	Content	Teaching, learning and assessment
17	**EN3-3A** • understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) • explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511) • compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)	• View examples of real estate advertisements, tourist brochures, online tourist advertisements. Discuss the use of persuasive language in each text, focusing on modality and evaluative language. • Consider differences between print and online advertisements (eg linear and hyperlinked organisation, amount of text, number of images) and discuss the reasons for these. • Students create a brochure designed to persuade people from a regional city to visit and/or move to Chewandswallow.
18	**EN3-8D** • make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) • discuss and explore moral, ethical and social dilemmas encountered in texts	• Explore the townspeople's decision to leave Chewandswallow using, for example, de Bono's Six Thinking Hats. • Create a consequence chart showing what could have happened if people chose to stay in the town, to leave by a different method, or if their chosen method was unsuccessful. • Compare and contrast to people's choices and methods for moving in Australia and within the world. • List situations that may make people decide to move from their home and/or their country, eg conflict, unfair systems of government, persecution, poverty, natural disasters. Students reflect and discuss whether they would move if faced with each of the situations listed. • Discuss the benefits and disadvantages faced by the people of Chewandswallow when they left the town. Link this to students' knowledge of and/or experiences as refugees in Australia. • Hold a horseshoe debate about whether Australia is fulfilling its obligations to those facing extreme difficulty – encourage students to justify their opinions with evidence and factual data. Remind students that this topic can be a sensitive one for some, and that respect for all people must be shown at all stages of the debate.

19	**EN3-3A**
	• recognise the effect of multimedia elements, eg film techniques, animation, voice-overs, sound effects, framing, close-ups
	• use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703, ACELY1713)
	
	EN3-5B
	• discuss how the intended audience, structure and context of an extended range of texts influence responses to texts
		• View *Cloudy with a Chance of Meatballs* (DVD).
		• Discuss the appropriation of the book for production as a movie – discuss differences between the book and the movie, in particular considering:
		  – plot
		  – setting
		  – characterisation
		  – themes
		  – humour
		  – romance.

Learning sequence	Content	Teaching, learning and assessment

	EN3-7C
	• identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)
	• compare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest
	• analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)
		• Explore why producers may have changed the text for multimedia production, eg:
		  – audience (age, social context)
		  – length of book in relation to length of movie
		  – purpose of production
		  – resources available to the producer
		  – need for audience suspense.
		• Students focus on one scene from the movie – analyse the scene and compare it to the book. Write a review outlining the impact of changes to plot, setting, characterisation, themes and other aspects of the text in the movie version of the book.

20	**EN3-2A**
	• compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics
	• use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1707, ACELY1717)
	
	EN3-5B
	• discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts
	• compose more complex texts using a variety of forms appropriate to purpose and audience
		• Discuss considerations when making a movie from a book.
		• Students select and read a picture book from those available, and select an appropriate part of the book for a movie production. Have students carefully plan the production by creating a storyboard and word-processed script (appropriately formatted, including stage directions), giving consideration to:
		  – sound effects, music
		  – sound recording
		  – camera techniques
		  – actors or characters
		  – costumes and make-up
		  – setting, props
		  – lighting
		  – methods to engage audience and hold their interest.
		• Students practise and record productions.
		• Share productions with the class. Have students reflect on and discuss how the production would differ if made professionally. Include consideration of costs and how the production would need to be funded.

Learning sequence	Content	Teaching, learning and assessment
Comparing texts		
21	**EN3-3A** • compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708) **EN3-5B** • compose more complex texts using a variety of forms appropriate to purpose and audience **EN3-7C** • analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	**Conclusion** • Students complete a reflective PMI for each of the three key texts (humanitarian advertisements, *Sadako and the Thousand Paper Cranes* and *Cloudy with a Chance of Meatballs* (print and DVD). Hold a class discussion to compare and contrast the points of view that students express about each text. • Students write a personal response comparing, contrasting and evaluating two of the texts, and communicating what they have learned through their study of each text.

Unit evaluation

At the conclusion of the unit, teachers should reflect on student learning and engagement in activities, and use this to inform planning for subsequent learning experiences. Teachers could consider assessment records and results and student feedback to help them ascertain the quality of teaching and learning experiences.

Questions to guide reflection

1. To what level did students achieve the learning outcomes?

2. How effective were the activities in helping students to understand key concepts and achieve the learning outcomes?

3. Did teaching strategies and activities facilitate high levels of student engagement? Why/why not?

4. How could the unit be improved to enhance student engagement and learning?

Main resources

Books

- *Dictionary of Classroom Strategies K–6*, Board of Studies

- Assorted picture books (any available)

- Amnesty International (2008) *We Are All Born Free – The Universal Declaration of Human Rights in Pictures,* Francis Lincoln Children's Books, London

- Barrett, J & Barrett, R (1978) *Cloudy with a Chance of Meatballs,* Aladdin Paperbacks, New York

- Coerr, E (1977) *Sadako and the Thousand Paper Cranes*, Puffin Books, New York

Audiovisual

- Lord, P & Miller, C (directors) (2009) *Cloudy with a Chance of Meatballs* [DVD]. Sony Pictures

Websites

- The Memory Exhibition (1998–1999) *Nagasaki Journey – Nagasaki Photos: Exploratorium.* Available at www.exploratorium.edu/nagasaki/photos.html (slides 2, 3, 4, 6, 7, 19, 25, 43, 44, 47)

Humanitarian advertisements and websites (examples)

- AusAid – www.ausaid.gov.au

- Care Australia – www.care.org.au

- Compassion Australia – www.compassion.com.au

- UNICEF – www.unicef.org.au

- UNHCR – www.unhcr.org.au

- World Vision – www.worldvision.com.au

Assessment: This assessment for learning activity can be conducted while students are learning *Sadako and the Thousand Paper Cranes*

Activity: Students research, plan and create a one-page factual text each week, based on a topic they have chosen from the list provided below. Students may use books, internet and audiovisual texts to research their chosen topics. Texts should include no less than half a page of writing (Times New Roman, 12 point font) and should include at least one image (images should not exceed half a page). At the conclusion of the topic, the texts should be printed in colour and combined to form a series of posters or a brochure.

Introduction to activity: As a class, discuss and decide on the purpose of the texts to be produced (eg to teach younger students about the events of Hiroshima, or to commemorate the lives of those who died in the bombing, etc.) and the target audience for whom they will be produced (eg parents, Japanese citizens, Year 4 students). Discuss structures and features appropriate for this purpose and audience, considering text type, grammar, language choice and visual elements.

Topics for exploration: Each week, students should choose one topic from the following list to investigate.

- Pre-war Hiroshima
- The bombing of Hiroshima
- The atom bomb – blast, heat, radiation, fallout
- Enola Gay
- Post-war Hiroshima
- Leukaemia
- Japanese culture
- Origami
- The symbolism of the crane
- Peace Day, Hiroshima Park and the Statue of Sadako
- Nuclear energy use for weapons today

Discussion questions: Before beginning their investigation and while completing the activity, students should discuss the following questions with their class and family. They should seek to include answers to these in their texts, where appropriate.

- Why were the Japanese and the Americans at war?
- How did the Japanese and Americans feel about each other?
- How did the Japanese and American people react to the bombing of Hiroshima?
- Why was Hiroshima chosen as a target to be bombed?
- How did people around the world feel about the bombing of Hiroshima?
- How long did it take for Hiroshima to recover from the effects of the bombing?

Assessment: This assessment for learning activity can be conducted while students are learning *Sadako and the Thousand Paper Cranes*

Self-evaluation: Before submitting their final product, students should complete a self-evaluation. This may take the form of a written evaluation, a podcast or a conference with the teacher. Students should reflect on their strengths and the challenges encountered in researching and producing texts. They should explain why they structured their texts as they did (including written and visual elements) and why they used particular language elements. They should indicate the degree to which they feel their finished work achieves its purpose and meets the needs of their target audience, and consider what they could do differently in the future to enhance their work.

Outcomes addressed: Through this activity the teacher should be able to evaluate students' knowledge of key content and their achievement of the following outcomes.

EN3-2A

- compose increasingly complex print, visual, multimodal and digital texts, experimenting with language, design, layout and graphics
- use a range of software, including word processing programs, learning new functions as required to create texts
- plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience

EN3-3A

- use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts

EN3-5B

- identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts
- discuss how the intended audience, structure and context of an extended range of texts influence responses to texts
- discuss the conventions of a range of complex texts, eg act and stage directions in plays, literary devices in poems and stories, layout conventions in print and digital texts

EN3-6B

- understand that language is structured to create meaning according to audience, purpose and context
- understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts

Lesson 21 may also be used as a formal summative assessment opportunity.