PERSPECTIVES AND TEXTS – Representation of Social Issues in Literary Texts
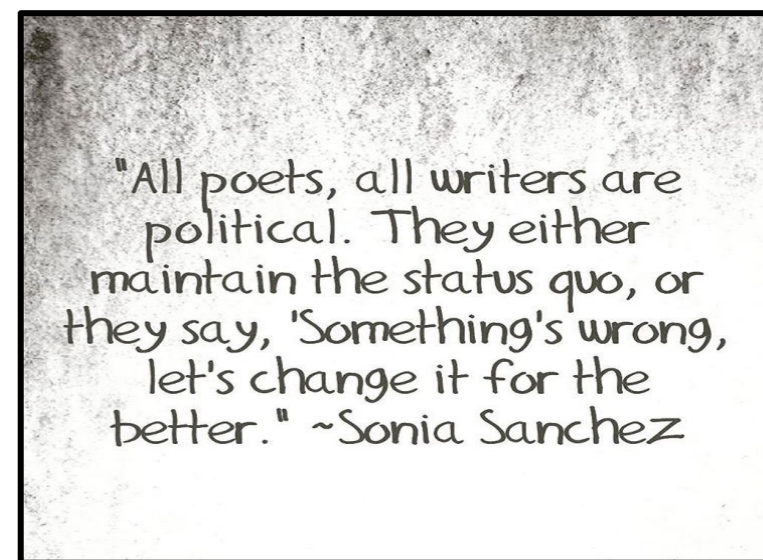
In Unit 1, students explore individual and/or collective experiences and perspectives of the world through engaging with a variety of texts in a range of contexts. They examine how perspectives and representations of concepts, identities and/or groups are constructed through textual choices such as language, medium, style and text structures. This unit allows students to explore how meaning is shaped through the relationships between language, text, purpose, context and audience.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. use patterns and conventions of a blog to achieve particular purposes in a specific context
2. establish and maintain the role of the writer and relationship with an identified public audience
3. analyse perspectives and representations of concepts, identities, times and places in two texts
4. analyse the ways cultural assumptions, attitudes, values and beliefs underpin different texts and invite audiences to take up positions
5. analyse the effects of aesthetic features and stylistic devices in the two texts
6. select and synthesise subject matter to support perspectives
7. organise and sequence subject matter to achieve particular purposes
8. use cohesive devices to emphasise ideas and connect parts of a blog for a public audience
9. make language choices for particular purposes and contexts
10. use grammar and language structures for particular purposes
11. use written features, and complementary features if appropriate, to achieve particular purposes.

Assessment:
Written Response for a Public Audience. Online Literary Article – extended written
6 weeks' notice
800 - 1 000 words

"All poets, all writers are political. They either maintain the status quo, or they say, 'Something's wrong, let's change it for the better." ~Sonia Sanchez

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READING / VIEWING/ LISTENING:
Core Texts: *Poem*s - I Sit and Look Out, Strange Fruit, The Chimney Sweeper, Treaty, Time is Running Out
Tone Words booklet, Glossary of Literary Terms, SMILE graphic organiser (handouts)
Exemplar 1 and 2
Supplementary Texts: reviews or critiques of core texts

COMPREHENSION SKILL FOCUS:
Making Connections

⬍

THINKING:
Interpreting, inferring, comparing, analysing, justifying

⬍

WRITTEN / SPOKEN / MULTI-MODAL TEXTS
Online Literary Article [extended written response for public audience]

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Implication sequences, evaluative language, elaborating clauses

PRIORITY STANDARDS

	Objective 3	Objective 4	Objective 5	Objectives 1 and 2
4	appraise/justify			manipulate
3	analysis of			use of the patterns and conventions of a literary article and the role of the writer to achieve a particular purpose
3	perspectives and representations of social issues in poems/songs	the ways cultural assumptions, attitudes, values and beliefs underpin the poems/songs and invite readers to take up positions	the effects of stylistic and aesthetic choices in poems/songs	
2	*Recognise or recall key vocabulary:* concepts, identities, representations, perspectives, aesthetic features, stylistic devices *Perform basic process such as:* ☐ identifying elements in the poems/songs which contribute to perspectives and representations of social issues ☐ recognising the connections, patterns, similarities and differences between elements of the text which create the textual construction or perspective ☐ draw meaning from these relationships to reach and explain conclusions about perspectives and representations of social issues [using implication sequences and elaborating clauses]	*Recognise or recall key vocabulary:* cultural and historical context, assumptions, attitudes, values, beliefs, invited readings, positioning, infer, implied meanings, associations, connotations *Perform basic process such as:* ☐ identifying parts of the text which convey assumptions, attitudes, values and/or beliefs ☐ inferring [deriving the implied meaning drawn from cultural attitudes, values, beliefs and attitudes ☐ recognising the connections, patterns, similarities and differences between the parts of the texts and between texts ☐ draw meaning from these relationships to reach conclusions about how readers are positioned by the author in relation to a social issues(s)	*Recognise or recall key vocabulary:* symbolism, motifs, intertextuality, stylistic devices [particular to texts], ... *Perform basic process such as:* ☐ identifying stylistic and aesthetic devices ☐ recognising the connections, patterns, similarities and differences between these devices within and across texts ☐ draw meaning from these relationships to describe how they contribute to representation of the social issue(s) ☐ explain how they position readers to view the social issue(s)	*Recognise or recall key vocabulary:* hook, introduction, context, synopsis, preview, claim, elaboration, evidence, judgment, summary, layout, purpose, role, relationships *Perform basic processes such as:* ☐ identify role and audience and the impact of this on the written response ☐ connect with readers through stylistic devices and 'voice' and tone ☐ identify and describe appropriate background information/context on the texts ☐ summarise arguments [preview and review] ☐ explain claims and elaborate using evidence and implication sequences

Areas of study

Subject Matter	Teaching Ideas/Key Questions/Notes
Texts in contexts When students work with texts in contexts, they will: • read, listen to and view a range of texts to explore how the personal, social, historical, and cultural contexts in which these texts are produced influence their meaning • investigate the relationships between language, text, purpose, audience and context by exploring how texts create various representations of human experience within individual and/or collective contexts • explore the ways texts establish and maintain relationships with public audiences to achieve particular purposes in cultural contexts and social situations • explore the intertextual relationships among texts to identify how and why texts conform to conventions of particular genres or modes, such as life-writing, poetry, reflective texts, documentaries, media texts and speeches • consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts	
Language and textual analysis When students work with language and textual analysis, they will: • analyse perspectives and representations of concepts, identities and groups in a variety of texts, e.g. by exploring how representations of individuals are shaped within autobiographical and biographical texts or by exploring how representations of groups, such as teenagers or minority groups, are constructed in media texts • explore how texts invite readers/viewers to take up positions, e.g. by analysing how documentaries use editing, music, visuals, juxtaposition etc. to invite audiences to support the perspectives offered • explore how different cultural assumptions, values, attitudes and beliefs underpin texts • examine the ways generic patterns, language features, text structures and conventions communicate perspectives and representations • develop knowledge and understanding of strategies for convincing argument, and rhetoric and sites of their use and application, including various modes such as public debate, public forums, online publications, digital texts and graphic texts • identify and consider the use of aesthetic features and stylistic devices and their effects in texts • analyse how language choices are used for different purposes and contexts • question the assumptions and values in texts, e.g. assumptions made about gender or teenagers in advertising texts • identify omissions, inclusions, emphases and marginalisation in texts.	
Responding to and creating texts When students respond to and create texts, they will: • consider how personal responses to texts are shaped by elements of an individual's contexts, e.g. locality, family background, beliefs, experiences, gender, age, psychology, culture • discuss how texts may be read in different ways • analyse examples of persuasive texts for public audiences, focusing on the use of rhetoric • analyse examples of written responses for public audiences, focusing on style and tone • use appropriate language, aesthetic features and stylistic devices to sustain a perspective • synthesise subject matter and substantiate their own responses using textual evidence • use cohesive devices to develop and emphasise ideas and connect parts of texts • use appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts • use text structures, grammar and language features related to specific genres for particular effects • use mode-appropriate features to achieve particular purposes • participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts • use strategies for planning, drafting, editing and proofreading to produce appropriately sequenced and coherent texts • reflect on and respond to feedback.	

Week by Week Plan

Week	Monday 4	Tuesday 2	Friday 2
7	Lesson 1	Lesson 2	Lesson 3
8	Lesson 4	Lesson 5	Lesson 6
9	Lesson 7	Lesson 8	Lesson 9
10	Lesson 10	Lesson 11	Lesson 12
EASTER HOLIDAYS			
1	Lesson 13	Lesson 14	Lesson 15
2	Lesson 16	Lesson 17	Lesson 19
3	PUBLIC HOLIDAY	Lesson 19	Lesson 20
4	Lesson 21	Lesson 22	Lesson 23
5	Lesson 24		

MUSICAL IS IN WEEK 6