

Close Study of *The Curious Incident of the Dog in the Night-time* Unit of Work

(NSW English Standard Stage 6 Syllabus
for the Australian curriculum)



Unit overview and lessons based on analysis of the distinctive qualities of Mark Haddon's *The Curious Incident of the Dog in the Night-time*, including analysis of context, language, content and key ideas and concepts

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Unit of work:	Close Study of <i>The Curious Incident of the Dog in the Night-time</i>	Year:	12 (Stage 6)
Duration:	6 weeks	Assessment:	Close study of literature essay
Concepts:	Distinctive features of texts Textual integrity	Module:	B: Close Study of Literature
Learning experiences: reading, writing, viewing, listening, creating Links to other learning areas: <ul style="list-style-type: none"> • History • Mathematics • Science General capabilities: <ul style="list-style-type: none"> • literacy • numeracy • critical and creative thinking • ethical behaviour • personal and social competence Other learning across the curriculum areas <ul style="list-style-type: none"> • Civics and citizenship • Difference and diversity 			

Essential Learning Goal	Overarching Questions	Key Learning Ideas
To undertake a close study of literature by identifying, analysing and responding to the distinctive qualities of Mark Haddon's <i>The Curious Incident of the Dog in the Night-time</i>	<ul style="list-style-type: none"> • How do ideas, content, form and language of a text interact within the text? • What are the distinctive qualities of the text? How do they affect your response to the text? • How does your understanding of Haddon's personal context and context of the novel impact on your interpretation of the novel? 	<ul style="list-style-type: none"> • Distinctive features of content: plot, characters, setting, language forms and features • Distinctive features of key ideas, themes and concepts • Key scene analysis • Writing a close study of literature essay


NSW English Standard Stage 6 (Year 12) Syllabus: Objectives, Outcomes & Content Descriptions

English (Standard) Objectives	HSC English (Standard) Outcomes	Content Statements	HSC English (Standard) Content Descriptions
Objective A Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.	Outcome 1 A student: independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN12-1 Related Life Skills outcomes: ENLS6-1, ENLS6-2, ENLS6-3	Engage personally with texts	<ul style="list-style-type: none"> develop deeper textual understanding that enhances enjoyment in composing and responding to a range of complex texts including those by and about Aboriginal and/or Torres Strait Islander People(s) 🇺🇸 🇦🇺 🇳🇵 🇮🇸 compose considered and well-crafted personal responses to texts and critically consider the responses of others 🇺🇸 🇦🇺 🇳🇵
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts ⭐
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024) 🇺🇸
		Respond to and compose texts	<ul style="list-style-type: none"> develop creative, informed and sustained interpretations of texts supported by close textual analysis (ACELR062) 🇺🇸 🇦🇺 🇳🇵
English (Standard) Objectives	HSC English (Standard) Outcomes	Content Statements	HSC English (Standard) Content Descriptions
Objective B Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge,	Outcome 3 A student: analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains	Engage personally with texts	<ul style="list-style-type: none"> engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning 🇺🇸 🇦🇺
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalising 🇺🇸 ⭐ use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts (ACEEN011) 🇺🇸 🇦🇺 🇳🇵

understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.	effects on meaning EN12-3 Related Life Skills outcomes: ENLS6-7	Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> investigate and use specific vocabulary, including evaluative language, to express shades of meaning, feeling and opinion
		Respond to and compose texts	<ul style="list-style-type: none"> understand and appreciate how language features, text structures and stylistic choices are effectively integrated in a range of quality literature and other texts and apply this understanding to their own compositions 🌟🌟 control language features, text structures and stylistic choices of texts to shape meaning and influence responses 🌟🌟🌟🌟
English (Standard) Objectives	HSC English (Standard) Outcomes	Content Statements	HSC English (Standard) Content Descriptions
Objective C Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical.	Outcome 6 A student: investigates and explains the relationships between texts EN12-6 Related Life Skills outcomes: ENLS6-10	Develop and apply contextual knowledge	<ul style="list-style-type: none"> explain similarities and differences between and among texts with reference to their contexts 🌐 investigate the relationships between text and context by undertaking close analysis of texts (ACEEN060) 🌐
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> understand and explain the purposes of intertextuality analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts assess the ways in which texts conform to or challenge generic conventions through their language features, text structures and stylistic choices 🌟
		Respond to and compose texts	<ul style="list-style-type: none"> explain and assess the ways in which particular texts are influenced by other texts and various contexts 🌐🌟
English (Standard) Objectives	HSC English (Standard) Outcomes	Content Statements	HSC English (Standard) Content Descriptions
Objective D Through responding to and composing a	Outcome 7 A student: explains and evaluates the diverse	Engage personally with texts	<ul style="list-style-type: none"> explain how their personal values and perspectives are reconsidered through their engagement with a variety of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s) 🌟🌟🌟🌟

wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world.	ways texts can represent personal and public worlds EN12-7 Related Life Skills outcomes: ENLS6-11	Develop and apply contextual knowledge	<ul style="list-style-type: none"> assess the impact of context on shaping the social, moral and ethical positions represented in texts 🧠 ⚖️ 🌐
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts 🧠 🌐 🗣️
		Respond to and compose texts	<ul style="list-style-type: none"> compose imaginative, interpretive and critical texts that reflect particular values and perspectives, including their own ✍️ 🧠 🗣️ 🗣️ analyse, explain and evaluate the ways ideas, voices and points of view are represented for particular purposes and effects (ACEEN029) 🗣️ 🧠 ⚖️ 🗣️

NSW Education Standards Authority (NESA), *NSW Syllabus for the Australian curriculum: Standard Stage 6*, April 2017, pp.53-70

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
<p>Outcome 1</p> <ul style="list-style-type: none"> develop deeper textual understanding that enhances enjoyment in composing and responding to a range of complex texts including those by and about Aboriginal and/or Torres Strait Islander People(s) 🖐️🌐🌱🏠 examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts ⭐ <p>Outcome 3</p> <ul style="list-style-type: none"> engage with complex texts through their language forms, features and 	<p>Intellectual quality Deep knowledge Deep understanding Problematic knowledge</p> <p>Significance Background knowledge Cultural knowledge Knowledge integration</p>	<p>Part 2: Haddon's context, key ideas and concepts in the novel</p> <p>Personal context</p> <p>Guidance</p> <ol style="list-style-type: none"> 1. Explain, discuss or read notes from the worksheet about Haddon's personal context and the context of the novel. 2. Ask students to complete the exercise below: <p>Exercise</p> <ol style="list-style-type: none"> 1. Have you ever heard of Mark Haddon? Jot down what you know about him. You might like to do some research. <p>Look at the following aspects of context and answer the questions:</p> <ul style="list-style-type: none"> • Personal context: Christopher is autistic and his mother is supposedly dead. a) How could an individual's family, age, life experiences, gender, ethnicity, etc. shape his or her perspectives, attitudes and values? • Geographical location: Christopher lives in the suburbs where most people know each other. a) Does where you live have an impact on your attitudes and the way you respond to others? • Social context: Christopher's autism means that he cannot read people's emotions; therefore, his social interaction with others is challenging. a) List a range of different social contexts and describe the possible consequences of these contexts. • Values: These are what is deemed to be important. <ol style="list-style-type: none"> 2. What qualities do you value in others? 		<p>Personal context worksheet</p> <p>http://www.markhaddon.com/</p>

<p>structures to understand and appreciate the power of language to shape meaning 🧠🗣️</p> <p>Outcome 7</p> <ul style="list-style-type: none"> explain how their personal values and perspectives are reconsidered through their engagement with a variety of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s) 🇺🇸🇦🇺🇵🇹 assess the impact of context on shaping the social, moral and ethical positions represented in texts 🧠📖🌐 		<ol style="list-style-type: none"> What do you value in life? Christopher is angered by people who do not tell the truth. Identify four values that are represented in the novel such as honesty and integrity. Explain the value and how it affects Christopher? <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"> How do you think Haddon's personal context relates to the concepts or ideas presented in <i>The Curious Incident of the Dog in the Night-time</i>? How does your personal knowledge of Haddon help you to understand the novel? How does Haddon's personal knowledge of autism enhance his perception of the world? 		
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