Analysing and Creating Humorous Texts Unit of Work

(NSW English Stage 5 Syllabus for the Australian curriculum)

Unit overview and lessons based on developing student knowledge of and writing skills in the humour genre

SHELLEY MᶜNAMARA

Qwiller

Analysing and Creating Humorous Texts: Unit of Work

Shelley McNamara

www.qwiller.com.au

Unit of work:	*Analysing and Creating Humorous Texts*	Year/stage:	10, Stage 5
Duration:	8 weeks	Assessment:	Write a gothic short story
Text type:	short stories, media texts, film extracts, television shows, sitcoms	Writing skills:	Australian spoken English, satire
Concepts:	Critical thinking, Representation		

Learning experiences:
reading, writing, viewing, listening, responding

General capabilities:
- Writing
- Listening
- Speaking
- Reading
- Literacy
- Critical and creative thinking

Cross-curriculum priorities:
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Other learning across the curriculum:
- Difference and diversity

Links to other learning areas:
- History
- Science

Essential Learning Goal	Overarching Questions	Key Learning Ideas
Visual and written techniques are used to communicate ideas in a humorous way for a particular audience and purpose	How do humorous texts position the responder to consider social issues that affect individuals and the society we live in?	Develop critical skills in understanding how humorous texts use humour to make social commentary. Develop an understanding of and skills in using visual and written humour techniques to appeal to a particular audience and achieve a particular purpose.

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Links to NSW English Syllabus K–10 for the Australian Curriculum

Objective A: communicate through speaking, listening, reading, writing, viewing and representing
Outcome 1: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN5-1A

Knowledge, understanding & skills	Content descriptions
Develop and apply contextual knowledge	• analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning • analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts
Understand and apply knowledge of language forms and features	• investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses
Respond to and compose texts	• 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 (ACELY1740, ACELY1750) • evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572) • 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 (ACELY1746, ACELY1756)

Objective B: use language to shape and make meaning according to purpose, audience and context
Outcome 3: 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

Knowledge, understanding & skills	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) • compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)

Develop and apply contextual knowledge	• understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1550, ACELA1563)
Understand and apply knowledge of language forms and features	• understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)

Objective B: use language to shape and make meaning according to purpose, audience and context
Outcome 4: effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5–4B

Knowledge, understanding & skills	Content descriptions
Develop and apply contextual knowledge	• apply existing knowledge, skills and understanding about language to access and express increasingly complex information and ideas for new purposes, audiences and contexts
Understand and apply knowledge of language forms and features	• experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)
Respond to and compose texts	• creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts and explain the differences emerging as a result of such adaptations

Objective D: express themselves and their relationships with others and their world
Outcome 8: questions, challenges and evaluates cultural assumptions in texts and their effects on meaning EN5–8D e

Knowledge, understanding & skills	Content descriptions
Engage personally with texts	• create texts to demonstrate their view of the world with reference to the texts of other cultures
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)
Understand and apply knowledge of language forms and features	• examine how language is used to express contemporary cultural issues
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)

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

Outcomes & Content Descriptions	Quality Teaching Framework	Lesson Outline	Homework	Resources

Outcome 1
analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning
	Background knowledge	**What do you find funny?**
		1. Introduce the unit of work.
		2. Explain and discuss what is funny.
		3. Ask students to complete the exercise below.
		Exercise
		Answer the following questions in your books.
		    1. What do you find funny? Write down some of the jokes, comedy situations or amusing incidents that you have found funny recently. Perhaps you like a TV show or an advertisement.
		    2. Try to write an explanation of why you found these things funny.
		    3. In groups of four, read out your explanations. Listen carefully to see if you can find any similarities or patterns in what others say about what they find funny. Write a list of these similarities.
		    4. Discuss your observations as a whole class.
		What is humour?
		1. Explain and discuss 'What is humour?'
		2. Ask students to complete the exercise below.
		Exercise
		Laughter journaling
		1. Create a mind map with the word laughter in the middle.
		2. Fill in the mind map with words, phrases and definitions that explore what laughter is to you. Add visual images as well.
		3. Complete the sentence: laughter is …
		4. With a partner share a joke or an anecdote you find funny.
		Personal Humour Anecdote
		1. Explain that an anecdote is a recount of a personal incident and we often use anecdotes when telling funny stories about situations
			Review favourite T.V show
			
			What is your favourite comedy show on TV at the moment? Watch this show this week and report back to the class in no more than one minute what happened in the episode and what made it funny
				What do you find funny? Worksheet
				
				What is humour? worksheet

		we have been involved in.		
		2. Ask students to complete the following exercise.		
		Exercise		
		1. Write an anecdote about an incident in your life that was humorous. It could be when someone said or did something unexpected, embarrassing or silly. It may not have been funny at the time, but you see it as funny now.		
		2. Explain the following:		
		What happened?		
		Who was involved?		
		Why it was funny?		
		How you and others felt about the incident?		
		How the situation ended?		
		Diversity of learners		
		Extension		
		1. Research how humour has changed in the last 50 years.		
		2. Account for how the following aspects of society have influenced this change: technology, social values and ideals, gender roles and economic developments.		
		3. Present your findings to the class using humour.		
		Specific learning needs		
		1. Minimise the number of exercises required to complete.		
		2. For the anecdote, ask students to speak about their humorous situation.		