

Analysing and Creating Humorous Texts Unit of Work

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

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



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Unit of work: <i>Analysing and Creating Humorous Texts</i>	Year: 10
Duration: 6 weeks	Assessment: Write a gothic short story
Text type: short stories, media texts, film extracts, television shows, sitcoms	Writing skills: Australian spoken English, satire
Concept: Critical thinking	
<p>Learning experiences: reading, writing, viewing, listening, responding</p> <p>General capabilities:</p> <ul style="list-style-type: none"> • Writing • Listening • Speaking • Reading • Literacy • Critical and creative thinking 	<p>Cross-curriculum priorities:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • Asia and Australia’s engagement with Asia • Sustainability <p>Other learning across the curriculum:</p> <ul style="list-style-type: none"> • Difference and diversity <p>Links to other learning areas:</p> <ul style="list-style-type: none"> • 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?	<p>Develop critical skills in understanding how humorous texts use humour to make social commentary.</p> <p>Develop an understanding of and skills in using visual and written humour techniques to appeal to a particular audience and achieve a particular purpose.</p>

Analysing and Creating Humorous Texts Unit of Work **Links to Australian English Curriculum: Year 10**

Language

Sub-strands	Content descriptions	Elaborations
Language variation and change	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)	<ul style="list-style-type: none"> investigating differences between spoken and written English by comparing the language of conversation and interviews with the written language of print texts experimenting with and incorporating new words and creative inventions in students' own written and spoken texts understanding how and why spelling became standardised and how conventions have changed over time and continue to change through common usage, the invention of new words and creative combinations of existing words
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)
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	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

Examining literature	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)	<ul style="list-style-type: none"> looking at a range of short poems, a short story, or extracts from a novel or film to find and discuss examples of how language devices layer meaning and influence the responses of listeners, viewers or readers
Examining literature	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)	<ul style="list-style-type: none"> creating extended written responses to literary texts, making reference to varying points of view about the issues raised
Examining literature	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)	<ul style="list-style-type: none"> Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)
Literacy		
Sub-strands	Content descriptions	Elaborations
Text 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
Interacting with others	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)	<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

Interacting with others	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)	<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
Interpreting, analysing, evaluating	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)	<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
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

ACARA, Australian Curriculum: English

Outcomes & Content Descriptions	Quality Teaching Framework	Lesson Outline	Homework	Resources
<p>Literacy Interacting with others 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>	<p>Background knowledge</p>	<p>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</p>	<p>Review favourite T.V show</p> <p>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</p>	<p>What do you find funny? Worksheet</p> <p>What is humour? worksheet</p>

		<p>we have been involved in.</p> <p>2. Ask students to complete the following exercise.</p> <p>Exercise</p> <p>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.</p> <p>2. Explain the following:</p> <p>What happened? Who was involved? Why it was funny? How you and others felt about the incident? How the situation ended?</p> <p>Diversity of learners</p> <p>Extension</p> <p>1. Research how humour has changed in the last 50 years.</p> <p>2. Account for how the following aspects of society have influenced this change: technology, social values and ideals, gender roles and economic developments.</p> <p>3. Present your findings to the class using humour.</p> <p>Specific learning needs</p> <p>1. Minimise the number of exercises required to complete.</p> <p>2. For the anecdote, ask students to speak about their humorous situation.</p>		
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