



# Analysing Textual Integrity in Rabindranath Tagore's *The Post Office* Unit of Work

Suitable for all state-based curriculums  
for the Australian English Curriculum:  
Year 8)

Unit overview and lessons  
based on exploring textual  
integrity in classic Indian  
playwright Rabindranath  
Tagore's *The Post Office*

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### **Cataloguing data**

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Typeset in Book Antiqua and Bookman Old Style

<b>Unit of work:</b>	Analysing Textual Integrity in Rabindranath Tagore's <i>The Post Office</i>	<b>Year:</b>	8
<b>Duration:</b>	5 weeks	<b>Assessment:</b>	<b>Analytical paragraphs</b>
<b>Text types:</b>	Playscript Reflection Letter writing	<b>Language:</b>	Narrative elements and textual integrity, symbolism, metaphors
<b>Concept:</b>	Textual integrity		

**Learning experiences:** reading, writing, viewing, listening, creating, performing

**Links to other learning areas:**

- History

**General capabilities:**

- Literacy
- Critical and creative thinking

**General capabilities:**

- capability
- Intercultural understanding
- Literacy
- Personal and social capability

**Other learning across the curriculum areas**

- Civics and citizenship
- Difference and diversity


Essential Learning Goal	Overarching Questions	Key Learning Ideas
How do the narrative elements of a play work together to create textual integrity?	What is textual integrity? How do the narrative elements work together to create integrity? What universal values are shown and how are they represented in <i>The Post Office</i> ?	Meaning and significance of textual integrity How narrative elements such as language, characters, plot and context work together as a whole to represent textual integrity Values in the play Effect of symbolism

## *Analysing Textual Integrity in Rabindranath Tagore's The Post Office Unit of Work* Links to Australian English Curriculum: Year 8

<b>Language</b>		
<b>Sub-strands</b>	<b>Content descriptions</b>	<b>Elaborations</b>
<b>Language for interaction</b>	Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)	<ul style="list-style-type: none"> <li>understanding that our use of language helps to create different identities, for example teenage groups and sportspeople have adopted particular words or ways of speaking</li> </ul>
<b>Language for interaction</b>	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)	<ul style="list-style-type: none"> <li>identifying and evaluating examples of how rhetorical devices reveal the dark or serious aspects of a topic in ways that cause laughter or amusement, for example by making a statement but implying/meaning the opposite (irony); exaggerating or overstating something (hyperbole); imitating or sending up something (parody), and making something appear less serious than it really is (understatement)</li> </ul>
<b>Literature</b>		
<b>Sub-strands</b>	<b>Content descriptions</b>	<b>Elaborations</b>
<b>Literature &amp; context</b>	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)	<ul style="list-style-type: none"> <li>investigating texts about Aboriginal and Torres Strait Islander history from different sources and explaining differing viewpoints</li> <li>comparing attitudes and ideas in texts drawn from contexts that are different to students' own</li> </ul>
<b>Literature &amp; context</b>	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)	<ul style="list-style-type: none"> <li>analysing arguments for and against a particular issue in current community debates and justifying a personal stance</li> </ul>
<b>Examining literature</b>	Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)	<ul style="list-style-type: none"> <li>understanding that tone (serious, bitter, sincere, amused) indicates attitude to the subject and to readers/listeners, who can identify or judge tone through past experience and language clues in the text</li> </ul>

<b>Examining literature</b>	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)	<ul style="list-style-type: none"> <li>select an aspect of a text such as a sentence pattern or an image or word and adapt it for a new context explaining how the change will affect meaning</li> </ul>
<b>Literacy</b>		
<b>Sub-strands</b>	<b>Content descriptions</b>	<b>Elaborations</b>
<b>Interacting with others</b>	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)	<ul style="list-style-type: none"> <li>listen to a conversation or speech and identify the point being made and explain the tone and manner of presentation. Change the focus of the conversation or speech and identify how meaning has changed</li> <li>change the tone in which the speech or conversation is presented and discuss how interpretations can also change.</li> </ul>
<b>Interpreting, analysing, evaluating</b>	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)	<ul style="list-style-type: none"> <li>evaluating an author's use of particular textual structures and language features in achieving the representation of a point of view</li> <li>making assertions about the sufficiency and adequacy of information or evidence and the credibility of sources</li> <li>exploring texts that attempt to solve moral problems in a particular way, for example by consideration of consequences or rights/duties, and by identifying strengths as well as problems that arise from this approach</li> </ul>

ACARA, Australian Curriculum: English. Accessed Jan 10, 2017

Content descriptions	Lesson Outline	Suitable for homework	Resources
<p><b>Language:</b> <b>Language for interaction</b> Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)</p> <p><b>Literacy:</b> <b>Interacting with others</b> Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)</p> <p><b>Literacy:</b> <b>Interpreting, analyzing, evaluating</b> Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)</p>	<p><b>Textual Integrity</b></p> <p><b>Guidance</b></p> <ol style="list-style-type: none"> <li>1. Explain, discuss or read notes from the worksheet about textual Integrity.</li> <li>2. Ask students to complete the exercise below:</li> </ol> <p><b>Exercise</b></p> <ol style="list-style-type: none"> <li>1. Read chapter 2 from <i>The Little Prince</i>. Use the link above.</li> <li>2. In dot pints, identify and explain how textual integrity is shown in the following ways: <ul style="list-style-type: none"> <li>• the features and narrative elements of the text, such as language and plot, themes, etc.</li> <li>• the extent the text contains an overall unity through unifying concepts</li> <li>• how the textual features and narrative elements contribute to the text’s enduring values.</li> </ul> </li> </ol> <p><b>Diversity of Learners</b> To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:</p> <p><b>Extension</b></p> <ol style="list-style-type: none"> <li>1. Read the rest of <i>The Little Prince</i>. Evaluate the textual integrity of the whole novel.</li> </ol> <p><b>Special educational needs</b></p> <ol style="list-style-type: none"> <li>1. Reduce the number of activities.</li> <li>2. Prepare answers before the lesson so students can match them up.</li> </ol>		<p>Textual integrity worksheet</p> <p><i>The Little Prince</i> by Saint-Exupéry</p>