Exploring and Creating Marine Sustainability Texts Unit of Work

(Suitable for all state-based curriculums for the Australian English Curriculum: Year 9)

Unit overview and lessons based on developing skills in creating and analysing marine sustainability texts

SHELLEY MᶜNAMARA

Qwiller

www.qwiller.com.au

Exploring and Creating Marine Sustainability Texts:
Unit of Work

Shelley McNamara
www.qwiller.com.au

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Unit of work:	Exploring and Creating Marine Sustainability Texts	Year:	9
Duration:	6 weeks	**Assessment:**	Webpage
Text types:	Webpages, narratives, media texts, manga	**Language & punctuation:**	Dot points, colons and dashes
Concept:	Interconnectedness, imagery and rhetoric		

Learning experiences: reading, writing, viewing, creating

Links to other learning areas:

- Science

General capabilities:

- Literacy

- Critical and creative thinking

- Information and communication technology capability

CROSS CURRICULUM PRIORITIES:

- Personal and social capability

- Sustainability

Essential Learning Goal	Key Learning Ideas	Overarching Questions
How do texts position the responder to believe certain ideas and take action?	▪ Analysis of media and narrative texts ▪ Re-creating texts ▪ How texts borrow from other texts ▪ How we can learn from the wisdom of the sea	▪ What elements contribute to marine ecology destruction? ▪ What elements contribute to marine ecology renewal? ▪ How can individuals and groups contribute to renewing the marine environment? ▪ Why is it important to conserve the marine ecology environment? ▪ What are the implications if we ignore the impact of human intervention on the marine environment?

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Links to Australian English Curriculum: Year 9

Language

Sub-strands	Content descriptions	Elaborations
Language for interaction	Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)	• comparing texts that use evaluative language in different ways – print advertisements, editorials, talkback radio and poetry – and identifying wordings that appraise things indirectly, through evocative language, similes and metaphors that direct the views of the readers in particular ways
Text structure and organisation	Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	• experimenting with ways to present personal viewpoints through innovating with texts
Text structure and organisation	Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)	• sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if'… 'then')
Text structure and organisation	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)	• experimenting with the use of colons and semicolons in expositions and other extended writing to improve precision and clarity of expression • investigating instances of colons and semicolons in expository texts and discuss their uses in elaborating on and clarifying ideas in complex sentences
Expressing and developing ideas	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)	• investigating the use of symbols, for example the flag, the digger's hat and the Southern Cross in images, films and picture books, and evaluating their contribution to viewers' understanding of issues, for example national identity, recognising that visual and verbal symbols have different meanings for different groups

Literature		
Sub-strands	**Content descriptions**	**Elaborations**
Literature & context	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	• exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students' own • exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students' own • reviewing historical fiction or nonfiction written by and about the peoples of Asia • analysing literary texts created by and about Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) and also texts including film produced by and about peoples of Asian background, and considering the different ways these texts represent people, places, things and issues
Literature & context	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)	• establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts
Examining literature	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)	• comparing texts created by the same author to determine literary style, assessing its appeal and presenting this comparison to others • examining how different authors make use of devices like myth, icons and imagery and evaluating the effect of these choices on audiences

Examining literature	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)	• identifying examples of language devices in a range of poems, ballads or poetic extracts, and considering how their use adds to meaning and may also influence the emotional responses of listeners or readers, in varying ways • exploring how language devices look or sound in written or spoken texts, how they can be identified, purposes they serve and what effect they might have on how the audience responds • taking a particular area of study, a topic or theme and examining how different authors make use of devices like myth, icons and imagery in their work
Examining literature	Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)	• evaluating the effect on readers of text structures and language features of a literary text and comparing these with other texts • by comparing texts, writing or speaking about how well the author constructed the opening and closing sections of the text and used 'hooks' to keep the reader/viewer/listener engaged and reading on/watching/listening to the end
Creating literature	Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)	
Creating literature	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)	• making language choices and choosing particular language devices to achieve intended effects, for example building in a surprise or twist in the ending of a short story or final scene of a film • taking an existing short story, poem, play or speech in print form and creating a short visual text which is accompanied by a sound track containing music and sound effects, and which is intended to amuse audiences who are familiar with the original text • creating written interpretations of traditional and contemporary literature which employs devices like metaphor, symbol, allegory and myth, and evaluating the contribution of these devices to the interpretation of the text • creating written interpretations of traditional and contemporary poetry (for example sonnets and contemporary song lyrics) focusing on their use of symbol, myth, icons and imagery

Literacy		
Sub-strands	**Content descriptions**	**Elaborations**
Texts in context	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)	• comparing perspectives represented in texts from different times and places, including texts drawn from popular culture • identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts) • reflecting on the notion that all texts build on a body of prior texts in a culture • analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts, for example comparing and analysing perspectives about an Aboriginal and Torres Strait Islander issue reported in commercial media compared to public and Aboriginal and Torres Strait Islander media • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations
Interpreting, analysing, evaluating	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)	• predicting meanings of unfamiliar words by using morphographic patterns
Interpreting, analysing, evaluating	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	• identifying or commenting on the author's approaches and use of techniques, design, form and style
Creating texts	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	• presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such the importance of maintaining balance in the biosphere • creating imaginative texts with main ideas developed through the interconnections of plot, settings, characters, the changing of chronological order, foreshadowing in written, spoken and digital texts

		- creating informative and argumentative texts with explanations, details and evidence - following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument

ACARA, *Australian English Curriculum*. Accessed Jan 10, 2018.

Content descriptions	Lesson Outline	Suitable for homework	Resources
Language: **Text structure and organisation** Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553) **Literature:** **Examining literature** Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772) **Literacy** **Interpreting, analysing, evaluating** Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745) **Literacy:** **Creating texts** Create imaginative, informative and persuasive texts that present a point of view	*The Great Garbage Patch* **mockumentary** **Guidance** 1. Explain, discuss or read notes from the worksheet about the definition of a mockumentary. 2. Watch and discuss *The Great Garbage Patch* mockumentary by Tangaroa Blue Foundation. 3. Guide students through creating a mockumentary on marine conservation. 4. Ask students to complete the exercise below: **Exercise** a. What message does this mockumentary send about plastic bag use? b. What does the following slogan mean? 'plastic bags are not indigenous to the Pacific' c. Look at the following examples of language used in the mockumentary. Explain what is being said, why it is funny and what serious message is being conveyed. **Exercise** a. You are going to create a storyboard for a scene in a mockumentary about an area of marine conservation that concerns you. For example saving the whales, protecting the Great Barrier Reef or rising sea levels. But before you do, it's a good idea to think about your topic and what you want to say about it. b. Choose an issue related to marine conservation. For example, rising sea levels. c. Brainstorm what you know about this issue and your concerns below. You might like to do some research on this topic. For		*The Great Garbage Patch* mockumentary worksheet

and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	example, ice melting causes the sea levels to rise, global warming is the cause of rising sea level and pollution causes global warming.
	
	Diversity of Learners
	
	To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:
	
	Extension
	
	    a. Create a four box storyboard for a scene in a mockumentary about your chosen issue. Include a drawing, description and the voiceover (what is spoken) for each frame.
	    b. What type of music would you use for this scene?
	    c. In one line, sum up the message in your mockumentary scene.
	    d. Come up with a slogan for your mockumentary like the one in the Great Garbage Patch mockumentary – 'plastic bags are not indigenous to the pacific'.
	
	Special educational needs
	    1. Work in pairs.
	    2. Reduce requirements of tasks.		