

## **My story, your story: Stage 4 English**

**Intellectual quality:** This unit engages students in developing an understanding of the structure, contextual influences on and the cultural significance of narrative. Students broaden their understanding of how and why stories are told by exploring Aboriginal narratives that emanate from specific people and specific places. Students become aware of narrative as a key feature in the development of personal and cultural identity. The unit identifies, explores and asks students to evaluate the use of narrative conventions in texts from different cultures and in different media. The unit moves from engaging students in explorations of textual features and purposes to using this knowledge to compose independent texts for publication.

**Quality learning environment:** The emphasis upon discussion, collaboration and development of a shared understanding of the unit moves students through learning scenarios that require them to develop, with support, increasing levels of self-regulation and self-direction. The support material ensures that students are aware of the expectations of the learning program and are supported in achieving them.

**Significance:** This unit encourages students to share their experience and understanding of narrative. It asks them to explore the narratives in their own lives and in communities in which they live. A key feature of this unit of work is the use of narratives that derive from specific places that are familiar to students. By engaging with the stories of others students become aware of the validity and importance of their own stories.

### My story, your story

Unit phase	Elements of the model of quality teaching in NSW public schools		
	Intellectual quality	Quality learning environment	Significance
Phase 1: Defining the concept <i>My story, your story</i> . What is a story? Examining the language structure and features of the narrative text type. Researching culture and family origins.	Deep knowledge Deep understanding Higher order thinking Metalanguage Substantive communication	Explicit quality criteria High expectations Engagement	Background knowledge Inclusivity Cultural knowledge Narrative
Phase 2: Exploring Aboriginal culture through storytelling Close study of the history, culture and stories of a region as told by an Aboriginal storyteller.	Deep knowledge Deep understanding Substantive communication	Explicit quality criteria High expectations Social support Student self-regulation Student direction	Background knowledge Cultural knowledge Inclusivity Connectedness Narrative
Phase 3: A close study Of Aboriginal texts Features of text form, context and perspective.	Deep knowledge Deep understanding Higher order thinking Metalanguage		Cultural knowledge Narrative
Phase 4: Your story ' <i>My Brother Vinnie</i> ' with Aaron Pedersen. Language structure and features of a narrative documentary.	Deep knowledge Deep understanding Higher order thinking Substantive communication		Inclusivity
Phase 5: Composing My story. Creating an anthology; book launch; multiple intelligences activities	Deep understanding Substantive communication	Explicit quality criteria High expectations Students' self-regulation Student direction	Background knowledge Cultural knowledge Connectedness

For more information visit [www.curriculumsupport.education.nsw.gov.au](http://www.curriculumsupport.education.nsw.gov.au) and follow the links to Quality Education.

## My story, your story: exploring Australian society through narrative

**Focus areas:** Narratives in spoken texts, print texts, visual texts and multimedia

**Length of unit:** 5 weeks

<p><b>Unit rationale</b></p> <p>The purpose of this unit is to present narratives as representations of Australian society. Students increase their knowledge of themselves, others and the world. During the unit, students are given opportunities to respond to and compose increasingly sophisticated narratives. This unit also develops students' abilities to reflect on their own learning and to come to a clearer understanding about the way in which they learn. If the unit is taught at the beginning of Year 8, it will enable teachers to gain an assessment of students, both formally and informally, through a variety of listening, speaking, reading, writing, viewing and representing tasks. This can inform the programming and assessment for the rest of the year.</p>	<p><b>Aboriginal perspective</b></p> <p>When exploring the concept of <i>My story, your story</i>, students gain an appreciation and understanding that Australian stories, Australian traditions, customs and spiritual beliefs are based on both Aboriginal and non-Aboriginal culture and history in Australia. Students will undertake a close analysis of individual and cultural experiences in narratives, as well as the role and function of narratives. Aboriginal storytelling is closely examined both in oral and written form.</p>
<p><b>Objectives</b></p> <p>Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:</p> <ul style="list-style-type: none"> <li>• speak, listen, read, write, view and represent</li> <li>• use language and communicate appropriately and effectively</li> <li>• think in ways that are imaginative, interpretive and critical</li> <li>• express themselves and their relationships with others and the world</li> <li>• learn and reflect on their learning through their study of English.</li> </ul> <p>Students will value and appreciate:</p> <ul style="list-style-type: none"> <li>• the power of language to explore and express views of themselves, others and the world</li> <li>• the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing</li> <li>• the independence gained from thinking imaginatively, interpretively and critically</li> <li>• the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experience.</li> </ul>	<p><b>Targeted outcomes</b></p> <p>A student:</p> <ol style="list-style-type: none"> <li>1. responds to and composes texts for understanding, interpretation, critical analysis and pleasure</li> <li>2. uses a range of processes for responding to and composing texts</li> <li>3. responds to and composes texts in different technologies</li> <li><b>4. uses and describes language forms and features and structures of texts appropriate to different purposes, audiences and contexts</b></li> <li>5. makes informed language choices to shape meaning with accuracy, clarity and coherence</li> <li><b>6. draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts</b></li> <li>7. thinks critically and interpretively about information, ideas and arguments to respond to and compose texts</li> <li>8. makes connections between and among texts</li> <li>9. demonstrates understanding that texts express views of their broadening world and their relationships within it</li> <li>10. identifies, considers and appreciates cultural expression in texts</li> <li><b>11. uses, reflects on and assesses individual and collaborative skills for learning</b></li> </ol>

**Specific syllabus requirements addressed in this program**

- Cross-curriculum content: Literacy, Aboriginal and Indigenous content, Difference and Diversity content and Multicultural content.
- Texts: spoken texts, print texts, visual texts and multimedia
- Experience of: a widely defined Australian literature and other Australian texts including those that give insights into Aboriginal experiences and multicultural experiences in Australia; cultural heritages, popular cultures and youth cultures; picture books; a range of social, gender and cultural perspectives.

## Unit overview and resources

<p>Phase 1: Defining the concept <i>My story, your story</i></p>	<p>Wheatley, N &amp; Rawlins, D 1988, <i>My Place</i>, Collins Dove, Melbourne.          English Online, 2006, <i>Features of Text Forms</i>, Ministry of Education, Wellington New Zealand, <a href="http://english.unitecnology.ac.nz/">http://english.unitecnology.ac.nz/</a>→classroom→English resources→Features of text forms</p>
<p>Phase 2: Exploring Aboriginal culture through storytelling</p>	<p>Australian Museum, <i>What is Cultural Heritage?</i>  <a href="http://www.dreamtime.net.au/">http://www.dreamtime.net.au/</a>→About Indigenous Australia→Cultural Heritage</p> <p>Australian Museum, <i>Timeline: Pre-contact</i>,  <a href="http://www.dreamtime.net.au/">http://www.dreamtime.net.au/</a>→About Indigenous Australia→Timeline: Pre-contact</p> <p>Australian Museum, <i>Why the stories are told</i> by Warren Foster  <a href="http://www.dreamtime.net.au/">www.dreamtime.net.au</a> and enter 'Why' into the search window, then click on the link to 'Why the stories are told by Warren Foster'.</p> <p>Australian Museum, <i>Why the stories are told – Introduction</i> by Aunty Beryl Carmichael, <a href="http://www.dreamtime.net.au/">www.dreamtime.net.au</a> and enter 'Why' into the search window, then click on the link to 'Why the stories are told by Aunty Beryl Carmichael'.</p> <p>Edsitement, <i>Australian Aboriginal Art and Storytelling</i>,  <a href="http://edsitement.neh.gov/">http://edsitement.neh.gov/</a>→All lessons plans→Australian Aboriginal Art and Storytelling</p> <p>Australian Storytelling Guild, <i>Aboriginal Perspective on Storytelling</i> by Pauline McLeod,  <a href="http://www.australianstorytelling.org.au/">www.australianstorytelling.org.au</a>→Storytelling→Stories→Interviews→Pauline McLeod, Aboriginal Perspective</p> <p>The University of Newcastle, Australia, <i>Awaba</i>, <a href="http://www.newcastle.edu.au/">www.newcastle.edu.au</a> and enter 'AWABA' into the search window.</p> <p>Dreaming Story <i>The Kangaroo That Lives Inside Nobby's</i>          Go to <a href="http://ab-ed.boardofstudies.nsw.edu.au/">http://ab-ed.boardofstudies.nsw.edu.au/</a>→Science 7–10→Units of work and teaching sequences→Story 2 – Newcastle→Units of Work/Teaching Sequences→Introducing 'Our Changing Earth'→Activities and Worksheets→<i>The Kangaroo That Lives Inside Nobbys</i></p> <p>NSW County Areas Program, Online Research Modules, <i>Dreamtime Stories</i>, Go to</p>

	<a href="http://www.cap.nsw.edu.au">www.cap.nsw.edu.au</a> , go to the 'Projects' drop down menu, select 'Research Modules', select 'Stage Three' and select 'Dreamtime Stories' from the HSIE list.
Phase 3: A close study of Aboriginal texts	<p>Gulpilil, 1998, 'The First Sunrise', in <i>On Track</i>, Janne Schill, Heinemann, Melbourne.</p> <p>Ginibi, 1997, 'Goin' 'ome', in <i>Australian Mosaic: an anthology of multicultural writing</i>, S Mycak &amp; C Baker, (eds), Rigby Heinemann, Melbourne.</p> <p>Colishaw, J (ed) 2000, 'War' in <i>Love Against the Law: the autobiographies of Tex and Nelly Camfoo</i>, Aboriginal Studies Press, Canberra.</p> <p>Colishaw, J (ed) 2000, 'We dusted them up', in <i>Love Against the Law: the autobiographies of Tex and Nelly Camfoo</i>, Aboriginal Studies Press, Canberra.</p> <p>Morgan, S 1990, 'The Letter', in <i>Paperbark: a collection of black Australian writings</i>, J Davis (ed), University of Queensland Press, St Lucia.</p>
Phase 4: Your story – <i>My Brother Vinnie</i> with Aaron Pedersen	<i>My Brother Vinnie</i> 2006, DVD, Black Ruby Productions, Victoria.
Phase 5: My story – Narrative writing	

Outcomes	Syllabus Content	Teaching and Learning Strategies	Evidence of Learning/Assessment	Feedback
<p>1. A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure</p> <p>2. A student uses a range of processes for responding to and composing texts.</p> <p>4. A student uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts.</p> <p>5 A student makes informal</p>	<p>A student:</p> <p>11.1 understands the demands of a task and the outcomes and criteria for assessment being addressed</p> <p>11.20 learns about reflection strategies, such as learning logs, journals, letters to teachers and peers, guided discussion</p> <p>1.1 responds to imaginative, factual and critical texts, including the required range of texts, through wide and close listening, reading and viewing</p> <p>7.15 learns about ways of organising information, ideas and arguments textually or visually, such as mind maps</p> <p>4.5 learns to selectively use dictionaries, thesauruses, spell checks and other reference texts</p> <p>4.10 learns about the way etymology can clarify choice of vocabulary</p> <p>4.8 learns about the ways</p>	<p><b>Phase 1: Defining the concept <i>My story, your story</i></b></p> <p><b>a.</b> Teacher distributes <a href="#">Appendix 1: My story, your story – A Guided Tour</a> and explains the focus, outcomes and assessment for the unit. Throughout the unit, students are encouraged to record their reflections and evaluate their learning process in a Learning Log (LL). Teacher will review the LL, providing regular feedback.</p> <p><b>b.</b> Teacher reads <i>My Place</i> by N Wheatley and D Rawlins to the class. Students share their initial observations about ideas, issues, enjoyment, dislikes. What is a story? Using <i>My Place</i> as a stimulus text, students create mind maps to show their existing knowledge of the language, structure and features of the story/narrative text type. Pair share. They build on their definition by using dictionaries, online and printed, especially to contrast meanings and etymology, adding detail to their mind map. Teacher-directed questions assist class to establish an agreed definition. <a href="#">Appendix 2: print Features of text form narrative form</a></p> <p>Students consider significant stories they have read, viewed, listened to and share their reflection in a group. Class discuss the ways in which an individual can learn more about themselves, others and the world by responding to stories.</p>	<p>Students demonstrate understanding of explanation by completing written response to the questions (Appendix 1). Having read and listened, ask <i>What do I already know about this unit?</i></p> <p>Ability to articulate their response to a text, especially what they emphasise in response (feelings/thoughts/visual elements)</p> <p>Recall definition from prior learning and construction of mind map</p> <p>Oral contributions to agreed class definition and Q &amp; A responses reveal students' level of understanding and knowledge of story/narratives</p> <p>Discussion indicates students' understanding of the key idea</p>	<p>Ensure that students have a clear understanding of Unit Overview; emphasise and invite students to ask questions to ensure clarity</p> <p>Teacher gives verbal feedback during discussion</p> <p>Mind map displayed in the classroom</p> <p>Teacher revises intended program and if required, adjusts according to students' needs and prior knowledge</p> <p>Teacher provides verbal feedback during discussion</p>

Outcomes	Syllabus Content	Teaching and Learning Strategies	Evidence of Learning/Assessment	Feedback
<p>language choices to shape meaning with accuracy, clarity and coherence.</p> <p>6. A student experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts.</p> <p>7. A student thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts</p>	<p>in which specific language forms and features and structures of texts are used to shape meaning including: in written texts: medium, organisation, sentence structure, grammar, punctuation, vocabulary and spelling, the use of formal or colloquial language or figurative language</p> <p>9.4 explores the role of ‘story’ in shaping their experience of, response to and composition of texts</p> <p>10.2 identifies and explores the ways different cultures, cultural stories and icons, including Australian images and significant Australians, including Aboriginal Australians, are depicted in texts</p> <p>10.6 learns about representations of culture through choices of language and content</p> <p>1.12 learns about links between the ideas, information, perspectives</p>	<p><b>c. Assessment Activity 1</b></p> <p>Students explore the concept, ‘A New Century, a New Story’ by composing a 2008 story for <i>My Place</i>. Teacher guides students through the writing process: brainstorm, plan, draft, edit, publish. Students share their stories in a small group.</p> <p><a href="#">Appendix 3: A New Century, a New Story – print form Narrative checklist</a></p>	<p>Ability to follow the writing process and publish an imaginative story to share with peers</p>	<p>Self-editing/reflecting. Teacher provides written feedback. Peers provide verbal feedback</p>

Outcomes	Syllabus Content	Teaching and Learning Strategies	Evidence of Learning/Assessment	Feedback
<p>compose texts in a range of contexts.</p> <p>11. A student uses, reflects on and assesses individual and collaborative skills for learning</p>	<p>and points of view presented in texts and their own background and experience</p> <p>10.1 learns to recognise and consider cultural background and perspective when responding to and composing texts</p> <p>5.1 learns to express points of view in speech or writing, accurately and coherently with confidence and fluency in rehearsed, unrehearsed and impromptu situations</p> <p>1.3 learns to compose imaginative, factual and critical texts for different purposes, audiences and contexts</p> <p>2.2 learns to use and adapt the processes of planning, drafting, rehearsing, responding to feedback, editing and publishing to compose texts over time</p> <p>4.7 learns about the effectiveness of specific</p>			

Outcomes	Syllabus Content	Teaching and Learning Strategies	Evidence of Learning/Assessment	Feedback
	language forms and features, and structures of texts for different purposes, audiences and contexts and for specific modes and mediums 4.9 learns about the ways tense, active and passive voice, sequencing semantic links, synonyms, antonyms and affixes shape meaning			
1, 2, 3, 4, 5, 9, 10, 11	A student: 9.1 recognises, reflects on and explains the connections between their own experiences and the world of texts 9.4 explores the role of ‘story’ in shaping students’ experience of, response to and composition of texts 10.2 identifies and explores the ways different cultures, cultural stories and icons, including Australian images and significant Australians, including Aboriginal Australians, are depicted in texts	<p><b>Phase 2: Exploring Aboriginal culture through storytelling</b></p> <p>A useful teacher resource: <i>Australian Aboriginal Art and Storytelling</i></p> <p><a href="http://edsitement.neh.gov">http://edsitement.neh.gov</a> → All lessons plans → Australian Aboriginal Art and Storytelling</p> <p><b>a.</b> Teacher emphasises how Aboriginal oral stories are Australia’s oldest stories and storytelling was, and still is, an integral part of Aboriginal culture.</p> <p>Students negotiate with teacher the activity/ies to be completed from <a href="#">Appendix 4: Exploring Aboriginal culture through a study of storytelling</a></p> <p>Activity 1: Researching <i>What is cultural heritage?</i></p> <p>Activity 2: Listening to <i>Why are stories told?</i></p>	<p>Written responses to questions demonstrate students’ interpretive and analytical skills and their level of understanding.</p> <p>Oral contribution to pairs discussion highlights knowledge and understanding</p>	<p>Teacher provides written feedback</p> <p>Teacher observation throughout discussions</p>

Outcomes	Syllabus Content	Teaching and Learning Strategies	Evidence of Learning/Assessment	Feedback
	<p>10.3 identifies and describes cultural expressions in texts</p> <p>10.6 explores representations of culture through choices of language and content</p> <p>10.10 examines key cultural stories including Dreaming, myths, allegories, what they represent and the ways they have influenced other texts</p> <p>10.10 examines key cultural stories including Dreaming, myths, allegories, what they represent and the ways they have influenced other texts</p> <p>2.6 responds to their own and others' compositions by considering ideas, images information, linguistic and visual forms and features, tone, style, and type of structure of the text, with reference to the</p>	<p>Activity 3: Reviewing an interview <i>Storytelling from an Aboriginal perspective</i></p> <p>Activity 4: Exploring <i>Aboriginal culture through analysing a Dreaming story</i></p> <p>Reflection question: What is the role of stories in Aboriginal culture, past and present?</p> <p>Think, Pair, Share: share their two best ideas with the class.</p> <p><b>b.</b> Close study of the history, culture and stories of a region</p> <p>It would be beneficial to select Aboriginal stories based on the region in which students live. The following activities are based on the Newcastle and Lake Macquarie regions of NSW.</p> <p>Teacher reads to students an Awabakal Dreaming story <i>The Kangaroo That Lives Inside Nobbys</i>. Students discuss their initial understanding of the story. Teacher explains the origin of the story. Class brainstorms what they already know about the Awabakal nation. Students construct a list of 'knowledge' on the whiteboard/blackboard. Students formulate further questions using The University of Newcastle Awaba electronic database as a reference. Go to <a href="http://www.newcastle.edu.au">www.newcastle.edu.au</a> and type 'AMRHD' into the search window, then select 'Aboriginal Missions and Reserves Historical Database'.</p> <p>In small groups, students exchange questions</p>	<p>knowledge and understanding</p> <p>Contribution to group discussion demonstrates students' understanding of the development of Aboriginal stories.</p> <p>Construction of questions and answers demonstrates students' ability to recognise 'the gaps' in their knowledge and understanding of Awabakal Dreamtime stories.</p>	<p>Teacher provides verbal feedback throughout discussion and research activities.</p>

Outcomes	Syllabus Content	Teaching and Learning Strategies	Evidence of Learning/Assessment	Feedback
	<p>appropriateness of the text's purpose, audience and context.</p> <p>3.1 uses features of information and communication technologies to compose a range of imaginative, critical and factual texts</p> <p>11.5 uses speaking and writing as a learning processes for sorting and selecting information and clarifying ideas</p> <p>2.4 uses processes of planning, including investigating, interviewing, selecting, recording and organising ideas, images and information for specific purposes in composing</p>	<p>and discuss responses.</p> <p>Take the opportunity to invite a member of the Awabakal community to visit the class and discuss.</p> <p>c. Awabakal nature reserve excursion or visiting Aboriginal storyteller</p> <p>Go to <a href="http://www.nationalparks.nsw.gov.au">www.nationalparks.nsw.gov.au</a> and type 'Awabakal' into the search window, then select 'School excursions – Newcastle and the Hunter'.</p> <p>Students explore the nature reserve and listen to a story told by the Aboriginal storyteller.</p>	<p>Development of criteria reflects students' ability to understand the requirements of the task</p>	<p>Verbal suggestions/confirmation from teacher</p>
<p>2, 4, 8, 10, 11,</p>	<p>A student:</p> <p>4.1 identifies and describes the purpose, audience and context of texts</p>	<p><b>Phase 3: A close study of Aboriginal texts</b></p> <p>a. Teacher explains the differences between biography and autobiography in terms of voice. Teacher also goes explains the role of oral history as a way of providing Aboriginal voice as an autobiography, which has become more prevalent in the last 30 to 40 years. Teacher explains how prior to this, Aboriginal</p>	<p>Students response in class discussion.</p>	<p>Teacher and peer oral assessment.</p>

Outcomes	Syllabus Content	Teaching and Learning Strategies	Evidence of Learning/Assessment	Feedback
	<p>11.6 finds, selects and evaluates information from a range of resources</p> <p>1.1 responds to imaginative, factual and critical texts, including the required range of texts, through wide and close listening, reading and viewing.</p> <p>1.5 interprets, questions and challenges information and ideas in texts through close study</p> <p>1.11 examines the ideas information, perspective and points of view presented in imaginative, factual and critical texts.</p> <p>8.2 synthesises information from texts with similar subject matter and identify differences in content, purpose, attitude, values and perspective</p> <p>10.1 recognises and considers cultural factors, including cultural background and</p>	<p>people’s stories were usually presented by non-Aboriginal authors and therefore presented biographies from non-Aboriginal perspectives.</p> <p><b>b.</b> Students are given a selection of Aboriginal narratives. Students complete the grid activity and related questions. <a href="#">(Appendix 5 Aboriginal Stories)</a></p> <p><b>c. Assessment Activity 2</b></p> <p>In pairs, students relate a brief personal event, which makes up part of their unique life story. One student will be an interviewer and one will be the interviewee. Students then swap roles. Students will:</p> <ul style="list-style-type: none"> <li>write prompting questions, bearing in mind features of narrative already presented,</li> <li>record the interviewee’s story</li> <li>transcribe the story</li> <li>edit and rewrite for publication.</li> </ul> <p>Reflection in LL: What have I learnt about myself in reflecting on an event? What have I learnt about the other person? (Defining the concept <i>My story, your story</i>)</p>	<p>Completion of grid and written responses to questions show students’ ability to identify and analyse how context creates meaning in texts.</p> <p>Contribution to pair discussion indicate students’ understanding of the key idea</p> <p>Reflection activity -what they have learnt about themselves as well as the other person</p>	<p>Teacher provides written feedback</p> <p>Teacher assesses the role of the interviewer in each of the four listed activities</p>

Outcomes	Syllabus Content	Teaching and Learning Strategies	Evidence of Learning/Assessment	Feedback
	<p>perspective, when responding to and composing texts</p> <p>10.6 learns about representations of culture through choices of language and content</p>			
<p>1,3, 4 , 5, 9, 10</p>	<p>A student:</p> <p>3.2 responds critically and imaginatively to texts in a range of technologies, including video, computers, print and handwriting</p> <p>4.8 examines the ways in which specific language forms, features and structures of text are used to shape meaning, including in visual texts: medium, organisation, colour, layout, perspective, focus, camera angles and editing</p> <p>9.8 examines the ways in which their experiences and perspectives shape their responses to texts</p> <p>9.10 learns about narrative techniques in filmmaking</p>	<p><b>Phase 4: Your story – <i>My Brother Vinnie with Aaron Pedersen</i></b></p> <p>Students view SBS Storyline program <i>My Brother Vinnie</i> with Aaron Pedersen. Teacher revises/explains the language, structure and features of a narrative documentary. Students deconstruct the documentary to gain an understanding of the personal events in Aaron Pedersen’s life, as well as Aboriginal people in the community today and the importance of family in Aboriginal culture. Students complete activities <a href="#">(Appendix 6 Narratives in Documentaries Parts A–D)</a></p>	<p>Contributions to oral discussion demonstrate students’ understanding of teacher explanation and the similarities/differences between the documentary narrative and other narratives studied in the unit</p> <p>Written responses to questions reflect students’ ability to empathise with characters and understand their perspective</p> <p>Selection of textual examples indicate students’ understanding of how meaning is created in narratives</p>	<p>Teacher and peer verbal feedback</p>



Outcomes	Syllabus Content	Teaching and Learning Strategies	Evidence of Learning/Assessment	Feedback
2, 4, 6, 11	<p>A student:</p> <p>11.1 understands the demands of a task and the outcomes and criteria for assessment being addressed</p> <p>6.10 understands the structures and features of imaginative texts including characterisation, setting, tension and climax, chronology and time, narrative voice, effective beginnings and endings</p> <p>4.2 creates and ensures coherence of medium, form and content through specific language conventions and vocabulary appropriate to particular</p> <p>2.4 uses processes of planning, including investigating, interviewing, selecting, recording and organising ideas, images and information for specific purposes in composing</p> <p>2.6 responds to their own and others' compositions by considering ideas</p>	<p><b>Phase 5: My story, your story</b></p> <p><b>a.</b> Students review their LL. They consolidate their understanding of <i>Your story</i> by contributing to pair discussion. They consider what they have learnt about interesting narrative styles and structures.</p> <p><b>b. Assessment Task 3</b></p> <p>The contribution of Aboriginal people to Australian society</p> <p>Students can use <a href="#">Appendix 7</a> to guide them through this assessment task.</p> <p>Narratives can allow us to see the Aboriginal contribution to Australian society.</p> <p>Class brainstorms using a whiteboard/blackboard the contribution of Aboriginal people to Australian society.</p> <p>Students choose one of the following as their third assessment task:</p> <ul style="list-style-type: none"> <li>• Australia Day speech</li> <li>• radio interview</li> <li>• short film/documentary</li> <li>• newspaper article</li> <li>• short story/oral history.</li> </ul> <p>The student will base their piece on either a local Aboriginal person's contribution to the local community or a high-profile Aboriginal role model and their contribution to their field</p>	<p>Ability to write a sophisticated narrative to contribute to class anthology.</p> <p>Assessment Task 3 highlights students' ability to reflect on their learning and their strengths and weaknesses</p>	<p>Teacher provides verbal feedback throughout the completion of the task.</p>

Outcomes	Syllabus Content	Teaching and Learning Strategies	Evidence of Learning/Assessment	Feedback
	<p>by considering ideas, images information, linguistic and visual forms and features, tone, style type and structure of text, with reference to their appropriateness for the text's purpose, audience and context.</p> <p>2.11 learns different ways of using feedback to improve their texts</p> <p>11.19 uses management strategies including drawing up a schedule monitoring progress, meeting deadlines and following marking criteria</p> <p>2.7 discusses and explains the processes of responding and composing, and identifies the personal pleasures and difficulties experienced</p>	<p>or society in general. In either case an invitation can be extended to an Aboriginal person to present to the class a keynote address on the topic and hear the students' speeches.</p> <p><b>c. Gardner's Multiple Intelligences Task – Multimedia Anthology Publication</b></p> <p>See MI Grid. <a href="#">(Appendix 8)</a> Students work on the launch of a multimedia anthology by engaging in activities using their favoured intelligence area.</p> <p>Students complete LL entry reflecting on their collaborative skills.</p>	<p>Peer and self-assessment of contribution to the launch</p> <p>LL entry highlights students' ability to reflect on their learning and their strengths and weaknesses</p>	<p>Peer, guests' verbal comments at launch</p> <p>Teacher provides written feedback</p>

## List of main assessment tasks

### Assessment Activity 1

Students explore the concept, 'A New Century, a New Story' by composing a 2008 story for *My Place*. Teacher guides students through the writing process: brainstorm, plan, draft, edit, publish. Students share their stories in a small group.

### Assessment Activity 2

In pairs, students relate a brief personal event, which makes up part of their unique life story. One student will be an interviewer and one will be the interviewee. Students then swap roles. Students will:

- write prompting questions, bearing in mind features of narrative already presented,
- record the interviewee's story
- transcribe the story
- edit and rewrite for publication.

Reflection in LL: What have I learnt about myself in reflecting on an event? What have I learnt about the other person? (Defining the concept *My story, your story*)

### Assessment Task 3

The contribution of Aboriginal people to Australian society

Students can use [Appendix 7](#) to guide them through this assessment task. Narratives can allow us to see the Aboriginal contribution to Australian society. Class brainstorms using a whiteboard/blackboard the contribution of Aboriginal people to Australian society.

Students choose one of the following as their third assessment task:

- Australia Day speech
- radio interview
- short film/documentary
- newspaper article
- short story/oral history.

The student will base their piece on either a local Aboriginal person's contribution to the local community or a high-profile Aboriginal role model and their contribution to their field or society in general. In either case an invitation can be extended to an Aboriginal person to present to the class a keynote address on the topic and hear the students' speeches.

Appendix 1

## **My story, your story – a guided tour**

This is the first activity you will do for your Learning Log. While your teacher is introducing the unit, you will have the opportunity to identify what you already know, what you want to know and how the unit might benefit you. You will also be able to work out which parts of the unit will be revision for you and which parts will be new knowledge. At the end of this page, there is space to write questions about the unit content and delivery.

### **Main idea of the unit: What we are going to be doing**

- appreciate stories/narratives, both personal and shared, reflect the values, knowledge, skills and spirituality of groups within Australian society
- identify, describe/evaluate the language forms, features and structure of a narrative represented in a variety of modes
- thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts
- compare texts, making links between texts
- recognise and understand the ways in which I learn; develop skills in reflection strategies
- identify and analyse bias and perspective in texts
- continue to develop skills in speaking, listening, reading, writing, viewing and representing
- increase my understanding about myself, others and the world.

### **What might I already know that will give me background for this unit?**

Narrative structure

Ballads

Folklore stories

Yarns

Aspects of Aboriginal culture

My own family history

Other:

### **What might I already have done that will give me background for this unit?**

Writing stories

Reading short stories

Viewing aboriginal art

Other:

**What will I be learning (new knowledge)?**

Outcomes

Metalanguage

Biography, autobiography, voice and oral history

Culture

Narrative

Setting

Perspective

Visual literacy

**How will I be learning?**

- Aurally (listening)  
short stories /Aboriginal speaker/ class discussion
- Kinaesthetically (doing)  
Multiple Intelligence Activities/ writing /creating/adding to class displays
- Visually (viewing)  
watching a documentary
- Orally (talking)  
speaking/ discussing

**How will I show what I have learned?**

Many interesting class tasks

Assessment for Learning – *Your story*: the contribution of Aboriginal people to Australian society

**How will I reflect on my learning?**

Learning Log

**Having read and listened, what do I already know about this unit?**

**What's in it for me? How will this unit help me now and in the future?**

**What else do I want to learn?**

**Questions I have about the unit content**

**Questions I have about the unit delivery**

**My personal understanding of the unit at the end of this discussion**

## Appendix 2

### **Narrative structure**

A synonym for story is:

When responding to or composing stories consider the following features of a narrative.

#### **Purpose**

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes/social opinions eg soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

#### **Types of narrative**

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life and personal experience.

#### **Features**

- characters with defined personalities/identities
- dialogue often included – tense may change to the present or the future
- descriptive language to create images in the reader's mind and enhance the story.

#### **Structure**

In a traditional narrative the focus of the text is on a series of actions.

**Orientation:** (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where? eg. Mr Wolf went out hunting in the forest one dark gloomy night.

**Complication or problem:** The complication usually involves the main character(s) (often mirroring the complications in real life).

**Resolution:** There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

To help students plan for writing of narratives, model, focusing on:

- **Plot:** What is going to happen?
- **Setting:** Where will the story take place? When will the story take place?
- **Characterisation:** Who are the main characters? What do they look like?
- **Structure:** How will the story begin? What will be the problem? How is the problem going to be resolved?
- **Theme:** What is the theme/message the writer is attempting to communicate?

Language

- Action verbs: action verbs provide interest to the writing. For example, instead of *The old woman was in his way* try *The old woman barred his path*. Instead of *She laughed* try *She cackled*.
- Written in the first person (I, we) or the third person (he, she, they).
- Usually past tense.
- Connectives, linking words to do with time.
- Specific nouns: strong nouns have more specific meanings, eg. *oak* as opposed to *tree*.
- Active nouns: make nouns actually do something, eg *It was raining* could become *Rain splashed down*, or *There was a large cabinet in the lounge* could become *A large cabinet seemed to fill the lounge*.
- Careful use of adjectives and adverbs: writing needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide description and information for the reader.
- Use of the senses: where appropriate, the senses can be used to describe and develop the experiences, setting and character:
  - What does it smell like?
  - What can be heard?
  - What details can be seen?
  - What does it taste like?
  - What does it feel like?
- Imagery
  - Simile: a direct comparison, using 'like' or 'as though', eg *The sea looked as ruffled as a blue quilted dressing gown* or *The wind wrapped me up like a cloak*.
  - Metaphor: an indirect or hidden comparison, eg *She has a heart of stone* or *He is a stubborn mule* or *The man barked out the instructions*.
  - Onomatopoeia: a suggestion of sound through words, eg *crackle, splat, ooze, squish, boom*, eg *The tyres whir on the road. The pitter-patter of soft rain. The mud oozed and squished through my toes*.
  - Personification: giving nonliving things (inanimate) living characteristics, eg *The steel beam clenched its muscles. Clouds limped across the sky. The pebbles on the path were grey with grief*.

- Rhetorical questions: often the author asks the audience questions, knowing of course there will be no direct answer. This is a way of involving the reader in the story at the outset, eg *Have you ever built a tree hut?*
- Variety in sentence beginnings. There are a several ways to do this, eg by using:
  - Participles: ‘Jumping with joy, I ran home to tell mum my good news.’
  - Adverbs: ‘Silently the cat crept toward the bird.’
  - Adjectives: ‘Brilliant sunlight shone through the window.’
  - Nouns: ‘Thunder claps filled the air.’
  - Adverbial phrases: ‘Along the street walked the girl as if she had not a care in the world.’
  - Conversations/dialogue: these may be used as an opener. This may be done through a series of short or one-word sentences or as one long complex sentence.
- Show, don’t tell: Students have heard the rule ‘show, don’t tell’ but this principle is often difficult for some writers to master.
- Personal voice: it may be described as writing which is honest and convincing. The author is able to ‘put the reader there’. The writer invests something of themselves in the writing. The writing makes an impact on the reader. It reaches out and touches the reader. A connection is made.

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This is an extract from English Online. See

[http://english.unitecology.ac.nz/resources/resources/text\\_forms/narrative.html](http://english.unitecology.ac.nz/resources/resources/text_forms/narrative.html)

This framework was based on functional grammar and genre from Knapp and Watkins (2005) *Genre, text, grammar: technologies for teaching and assessing writing*, UNSW Press.

Appendix 3

**A new century, a new story**

Your task is to write the 2008 story for *My place*. Use the checklist below to plan and edit your story.

**Narrative checklist**

**Structure**

<p><b>Orientation:</b> (first paragraph)</p> <ul style="list-style-type: none"> <li>• Where did the story take place?</li> <li>• When did the story take place?</li> <li>• How did the story begin?</li> <li>• Who?</li> </ul>	
<p><b>Complication or problem:</b> a description/ explanation of the problem. The problem usually involves the main character(s).</p>	
<p><b>Resolution:</b> how the problem has been solved.</p>	
<p><b>Conclusion:</b> a final concluding statement.</p>	
<p><b>Characterisation:</b> a description of the main characters. What do they look like?</p>	
<p><b>Theme:</b> a clear message.</p>	

**Language**

<p>Active verbs are used (Instead of <i>The old woman was in his way</i> try <i>The old woman barred his path</i>).</p>	
<p>The first person (<i>I, we</i>) or the third person (<i>he, she, they</i>).</p>	
<p>The past tense is used.</p>	
<p>Conjunctions (linking words to do with time) are used.</p>	
<p>Specific <u>nouns</u> (<i>oak</i> instead of <i>tree</i>).</p>	
<p>Adjectives and adverbs are used.</p>	
<p>Uses the senses:</p> <ul style="list-style-type: none"> <li>• What does it smell like?</li> <li>• What can be heard? What can be seen?</li> <li>• What does it taste like?</li> </ul>	

<ul style="list-style-type: none"><li>• What does it feel like?</li></ul>	
A variety of sentence beginnings are used.	
It has an impact on the reader. The <i>personal voice</i> of the writer comes through.	
<b>Narratives often use:</b>	
<ul style="list-style-type: none"><li>• Similes (<i>The sea looked as rumpled as a blue quilted dressing gown; The wind wrapped me up like a cloak</i>).</li></ul>	
<ul style="list-style-type: none"><li>• Metaphors (<i>She has a heart of stone; He is a stubborn mule; The man barked out the instructions</i>).</li></ul>	

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Features of Text Forms, available from

[http://english.unitec.ac.nz/resources/resources/text\\_forms/narrative.html](http://english.unitec.ac.nz/resources/resources/text_forms/narrative.html)

## Appendix 4

### **Exploring Aboriginal culture through a study of storytelling**

#### **Activity 1: Cultural heritage**

Aboriginal Dreaming stories have been passed down from generation to generation for thousands of years. To appreciate and understand the importance and function of Aboriginal storytelling, it is important that you gain a sense of “time” and knowledge of the Aboriginal culture.

Access the following sites:

*What is cultural heritage?*

Go to [www.dreamtime.net.au](http://www.dreamtime.net.au) → About Indigenous Australia → Cultural Heritage

*Timeline: Pre-contact*

Go to [www.dreamtime.net.au/](http://www.dreamtime.net.au/) → About Indigenous Australia → Pre-contact timeline

Question: What new knowledge have you gained?

#### **Activity 2: Storytelling from an Aboriginal perspective**

Aboriginal Dreaming stories have been passed down from generation to generation for thousands of years. What does Pauline McLeod say about Aboriginal storytelling? Find out, read her interview, Interview with Pauline McLeod, Aboriginal Storyteller by Helen McKay, taped in Sydney and published in Feb–March ’98 issue of *Telling Tales*. Pauline McLeod is also a storyteller on ABC Television’s *Playschool*.

Go to:

[www.australianstorytelling.org.au](http://www.australianstorytelling.org.au) → Storytelling → Stories → Interviews → Pauline McLeod, Aboriginal Perspective

1. How is an Aboriginal storyteller chosen?
2. Who passes on traditional Aboriginal stories?
3. What are the different categories of Aboriginal stories?
4. The true role of a storyteller is to .....

What is your understanding of the following comment: *Finally, we have to bring back the power, the honour and the role of the storyteller in society again. We have to teach ourselves what a storyteller is.*

**Activity 3** Listen to *Why the stories are told* to gain an understanding of the importance and function of Aboriginal oral stories/Dreamtime stories in the past and current time. Go to [www.dreamtime.net.au](http://www.dreamtime.net.au) and enter 'Why' into the search window, then click on the link to 'Why the stories are told by Warren Foster' or go to [www.newagemultimedia.com](http://www.newagemultimedia.com) and click on the link to Francis Firebrace Aboriginal Storyteller.

Answer the following:

1. Who is the storyteller?
2. What is their background?
3. Outline the functions of oral stories in traditional times.
4. What are the functions of oral story in contemporary times?
5. In your own words, explain why storytelling has an important role in the Aboriginal culture.
6. What role do stories play in your culture?

#### **Activity 4**

In pairs, select a Dreaming story from [www.dreamtime.net.au](http://www.dreamtime.net.au) (and enter 'Why' into the search window) and discuss the following questions:

1. Are the main characters humans? Are they animals? Are they spirits?
2. Are the characters in the story specific to Australia?
3. What are the main events in the story?
4. Did the story teach the listeners something about the landscape, plants or animals in Australia?
5. Did the story teach a lesson? What kind of lesson?
6. What is the moral of the story?

Be prepared to contribute your responses to a class discussion.



## Appendix 5

### **Aboriginal stories**

Terms to know: biography, autobiography, voice and oral history.

1. My understanding of the above words is:
2. Why is it important to have an understanding of the voice of a text?
3. Read the following collection of texts and view the DVD and website:
  - *The First Sunrise* by Gulpilil
  - *Goin' 'ome* by Ginibi
  - *War* by Tex Camfoo
  - *We Dusted Them Up* by Nelly Camfoo
  - *The Letter* by Sally Morgan
  - *Kanyini* by Rob Randall
  - [www.kanyini.com](http://www.kanyini.com)

4. Complete the grid in your workbook.

<b>Text title</b>	<b>What year was the text composed/created?</b>	<b>Who was the author, transcriber, editor etc?</b>	<b>What information does it contain about Aboriginal culture?</b>	<b>Why was the text composed?</b>

Referring to one of the above texts, answer the following questions. Provide evidence from the text to support your ideas.

- 1: What is being said and who is saying it?
  - a. Describe the experiences the character/s encounter.
  - b. What are the character's reaction/feelings towards the experiences?
  - c. Is Aboriginal culture evident in the story? If so, provide examples.
  - d. Is there an author and an editor? What voice is the story told in?
  
- 2: How is it being said?
  - a. What is the narrative structure (for example the events told in chronological order, flashback)? Explain the effectiveness of the structure.
  - b. Is the narrative voice in first or third person? What is the effect?
  - c. List some interesting words or expressions. Explain why they are interesting. What meaning do they add to the story?
  - d. Is there evidence of symbolism or imagery? What are the symbols or images? How have the symbols/images been used to create meaning in the story?
  
- 3: Linking texts
  - a. Identify the similarities in the texts you have read in this collection.
  - b. Identify the differences in the texts you have read in this collection.

## Appendix 6

### **Narratives in documentaries: Close study of *My Brother Vinnie***

#### **Part A**

##### **Previewing activities**

What is a documentary?

- Documentaries are nonfiction texts.
- They are based on real-life events.
- They reveal some truth about the world.
- They aim to portray reality as factually as possible.

Structure

1. An orientation provides background information.
2. A series of events is presented.
3. There are personal comments on the events interspersed throughout.
4. Film techniques and imagery can create structure.

#### **Part B**

After viewing the documentary, discuss the following questions:

1. What is Aaron's story?
2. What do you learn about Aaron's family?
3. Contrast Aaron's experiences living in the outback and the city. How has each experience influenced Aaron and where he is today.

#### **Part C**

Write responses to the following questions:

1. How has Aaron's story influenced your understanding of him, as an individual, and the aboriginal community?
2. What personal qualities do you admire about Aaron?

### **Part D**

View a scene from documentary and with teacher guidance, complete viewing notes. Construct a table using the following headings:

- Narrative Language
- Organisation techniques
- Film techniques
- Imagery

Be prepared to discuss your responses with the class.

### **Part E**

Personal reflection: write a personal letter to Aaron outlining your response to the documentary *My Brother Vinnie*. Refer to the letter format on the Australia Post website as a guide. Go to:

[www.Austpost.com.au](http://www.Austpost.com.au) and enter 'Personal letters' into the search window.

Appendix 7

**Year 8 English**  
**Your story prepared assessment task**

Due date:

Outcomes to be assessed	What this means in this task
A student: 4. uses and describes language forms and features and structures of texts appropriate to different purposes, audiences and contexts	
6. draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts.	
11. uses, reflects on and assesses individual and collaborative skills for learning	

**Task:** You are to compose a narrative to present in any form of media (eg radio, interview, film or written. Write a piece on the contribution of either local or high profile Aboriginal people to Australian society. The piece will be presented at a launch during Cultural Awareness Week. The launch is to be organised by members of your class.

**Before you commence your task:**

Review your learning and reading log. What have you learnt about narratives? Think about:

- the types of stories you have read
- your understanding of the narrative structure
- the experience of individuals
- cultural elements.

**Think about and decide:**

- what the purpose of your text is
- what you want to communicate
- who your audience is and the response you want from them.

**Find the information for your text. This involves:**

- brainstorming ideas and making notes

- planning the content and structure of your text.

### **Compose a draft of your text**

Edit your text to make corrections, changes and improvements to it, which involves checking that:

- the spelling, grammar and punctuation are correct
- the layout and language suit the purpose and the audience
- composing your final text and presenting it to your audience.

### **Criteria for assessing learning**

Students will be assessed on their:

- ability to compose an imaginative narrative about an Aboriginal person incorporating elements such as a narrative voice – first- or third-person narrative, historical and cultural context
- ability to demonstrate originality, imagination and ingenuity in content and language
- understanding of the ways in which narratives can explore social reality
- evidence of thoughtful reflection on their learning.

### **Written feedback**

**Grade:** \_\_\_\_\_

Appendix 8

**Multiple intelligence grid**

<b>Word</b>	<b>Numbers</b>	<b>Visual/spatial</b>	<b>Music</b>	<b>Interpersonal</b>	<b>Intrapersonal</b>	<b>Kinaesthetic/ movement</b>	<b>Metaphysical</b>
Design an invitation to the launch which incorporates the major aspects of the unit of work	Work out a budget for the publication of the multimedia anthology	Create promotional poster	Choose appropriate background music to enhance the atmosphere at the launch	Create a guest list, including all those Aboriginal people who have contributed their stories	Generate a simple finger food menu for the launch	Copy the final proofs  Bind the multimedia anthology	Write the forward for the multimedia anthology with reference to the concepts of the unit
Proof and edit the pieces as needed	Work out a budget for the launch	Design the cover for the multimedia anthology		Invite the keynote speaker	Shortlist potential guest speakers and write notes about why they are appropriate choices, given the nature of the unit and anthology	Do the food shopping for the launch, keeping within the budget	
	Format the pieces to fit the available publication format	Choose the fonts and formatting for the multimedia anthology, with some reference to the themes of the unit		Thank the keynote speaker at the conclusion of the launch		Organise and be part of a student team to serve food at the launch	
		Create illustrations for the multimedia anthology				Prepare food and drinks for the launch or organise the food and drinks which students bring in	