

PAHSMA EDUCATION PROGRAM

UNIT PLAN - this plan can be used as whole unit of study or broken up into individual lessons.

ENGLISH
SECONDARY

UNIT TITLE: *Born Bad or Made Bad?* Persuasive writing

YEAR LEVEL: 9 -10

STANDARDS: 4 - 5

STAGES: 10 - 15

MAIN STRAND: *Writing and Representing / ICT/ Thinking (Reading and Viewing)*

PERFORMANCE CRITERIA: *Students will show skills as they*

- *Use language to construct written, visual and electronic texts. They learn to write effectively, using the structures and features of Standard Australian English. They write and represent for personal, social, educational and other purposes that meet the expectations of different audiences.*
- *Access, interpret and evaluate ideas, information and issues. They use ICT to inquire, create texts, and communicate and collaborate with others.*
- *They process and evaluate information, explore perceptions and possibilities, create new knowledge, reflect on their learning and evaluate their thinking.*

EXAMPLE PERFORMANCE INDICATORS: *Students will write:*

Stage 10

- *information and argument texts that introduce the topic, order information, develop ideas and draw conclusions supported by a few supporting ideas, explanations and / or descriptions*

Stage 13

- *information and argument texts that provide a major point in each paragraph with some elaboration including relevant evidence and examples, which might be researched, and draw conclusions*

Stage 15

- *cohesive, mostly researched, information and argument texts dealing with complex ideas and issues that provide a statement of the major concern, structured paragraphs with supporting detail and evidence, and a conclusion that summarises the position*

LESSON OUTCOMES:

Students will demonstrate skills as they present ideas, information, opinions and arguments in a variety of forms, and use appropriate technical and emotive language to persuade and convey information.

RESOURCES:

'KEY TO PORT ARTHUR INVESTIGATIONS' CD ROM

Website; 'Shawshank Redemption' (follow this link)
curriculum.mn.catholic.edu.au/resources/english_curr.htm

Website; Debating
<http://english.unitechnology.ac.nz/resources/units/debating/>

MATERIALS:

Teacher Lap top and projector
Large sheets butchers' paper
Markers
Newspapers or web news sites.

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TEACHING and LEARNING

1. Crime and Punishment

ACTIVITIES

a) Brainstorm!

“Fear can hold you a prisoner – hope can set you free!” (*Shawshank Redemption*)

In groups, take a large sheet of paper write the quote from above in the middle of the sheet and brainstorm what it may mean, particularly in relation to incarceration.

When each group has finished, have a class discussion about your findings.

b) News Stories

Provide the class with a set of newspapers or web news sites. Individually or in pairs, have them choose a story about crime.

Have them think about who, where, when. Reasons for crime, could it have been prevented? Do they have sympathy for the criminal? Was the outcome fair?

Discuss the language features and structure of the piece. How does this style of writing influence our opinions?

c) Reform or Punish?

Hold a class brainstorm, monitored by the teacher, about our current system of punishment and reform. List key points on the board or overhead and discuss the effectiveness of elements of our system. Do they work? Are they effective in dissuading people to commit a crime? Is it too lenient or too harsh? Is it having the desired effect? (possible extension of this could be a debate on the topic or visits and interviews of police, lawyers etc.).

2. Born Bad or Made Bad?

Depending on prior knowledge, students may need pre-teaching regarding this part of Australia’s history.

Students will be working through the life of one of the ‘Key Lives’ on the ‘Key to Port Arthur Interactive CD ROM’.

While doing this, they should be considering some of the following questions;

How well did the system of punishment work then?

Were there other options for these people?

Were they better off here in the colonies or back in England?

Were they a product of the system or just bad through and through?

Have we got it right now?

How far have we come?

- Load KPA and as a class or individually, watch the introduction on Port Arthur.
- When the ‘Key Lives’ appear, choose one convict life from those available.
- Watch and listen to the introduction movie. What does it tell you? What is your impression of your convict?
- Select that life and move on to the 4 short videos with questions following each one.

(to be able move on to the next segment, you will need to answer the question at the end of each video to choose the gold key) While watching, give thought to the questions which appear during the video.

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- After watching these and getting all 4 answers correct, select an **INVESTIGATION**.
- Once you have selected an investigation, read the questions and clues to help you decide on a project topic. Spend time doing this, so you have one in which you are interested.
- Once your choice is made, select an **OVERARCHING ISSUE**, which will help focus your research. You will now be issued with a **CASE FILE NUMBER** which you will need to keep, in order to log straight back into your area of research.
- There are Project Plans available on the Key to Port Arthur Website, which can be accessed from the internet site once you have a **CASE FILE NUMBER**.

You are now ready to construct a piece of persuasive writing. This can take the form of a newspaper editorial, letter to the editor, a news story or expose, or an essay. You will need to argue the case either for or against a system of punishment. You could write as if you were someone from the 1800's (there were opponents to transportation) or now. Consult original sources or contemporary articles where you can to back up your opinions.

SAMPLE LEARNING OPPORTUNITIES:

Reading and Viewing

- describe the ways in which particular points of view are presented in texts according to the purpose, context and audience e.g. *infer meanings and messages; compare information and ideas in different texts to identify the different emphases; identify how aspects of subject matter are selected to appeal to different audiences; identify how visual language is used to influence readers and viewers*
- describe the ways in which language is used to construct characters, people, places, events, ideas and information
- discuss the ways in which information and argument texts are constructed to present information and opinions from particular perspectives for a range of purposes and audiences e.g. *compare two television news reports on the same event and explain the differences between them in terms of their different audiences*

Writing and Representing

- write information and argument texts that provide a major point in each paragraph or section with some elaboration and include relevant evidence and examples, which might be researched, and draw conclusions
- construct cohesive information and argument texts dealing with complex ideas and issues that provide a statement of the major concern, structured paragraphs with supporting detail and evidence and a conclusion that restates or summarises the position e.g. *construct and send a letter to the editor of a newspaper that states their own position about a complex current issue, explains their concerns using detailed evidence and examples concludes with recommendations for action*

Speaking and Listening

- share, explore and consider ideas and issues, extend ideas in constructive ways and compare people's different opinions, paraphrasing their points of view. Advance their own opinion, influence and persuade others and develop the group's understanding of an idea or issue
- listen attentively to spoken or performance texts identifying main ideas, and giving considered points of view about the information or issues presented in the texts