

Draft 2

Integrated Unit

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Title: Whose place is this?

Focus Essential: Social Responsibility: Valuing diversity

Standard 3: *Understands that while difference enriches culture, it may lead to misunderstandings which can be resolved by individual and group action.*

Standard 4: *Understands the value of diversity, recognises interdependence and sources of inequity, and takes informed action.*

Communicating: Being Literate

Standard 3: *Understands how to select and use communications for different audiences, purposes and contexts.*

Standard 4: *Understands how to construct and deconstruct communications designed for particular effects.*

Supporting Essentials: Thinking and Inquiry: analysis/reflective thinking
Personal Futures: building and maintaining identity and relationships

Level: Grade 7

Description:

Students will research the attractions of their local area and deconstruct and analyse travel brochures in English and SOSE to identify persuasive strategies. They will then produce a text advocating the attractions of their local area using their chosen LOTE (Indonesian or French) based on the following scenario:

A travel company want to offer a new concept in tourism – tours for Indonesian or French people to visit regional areas in Tasmania. They would like you to research what the local area has to offer and produce advertising material to sell the idea to French or Indonesian tourists. You could produce a travel brochure, a poster or a web page in your target language.

Understanding Goals:

1. Students will understand the concept of culture.
What is culture?
2. Students will understand that different cultures may have different perceptions of what they see.
How do people from other cultures see us and the place we live in? In what way is it different from the way we see ourselves and our place?
3. Students will understand that learning another language can help us understand the target culture, and also better understand our own language and culture.
In what ways do we learn about another culture when we study their language? In what ways do we learn about our own language and culture when we learn another language?
4. Students will understand the ways that persuasive texts are designed to manipulate and influence the viewers.
What strategies do persuasive texts use to manipulate viewers and influence how they think?

Skill Development:

1. Students will be able to deconstruct and critically analyse a travel brochure.
2. Students will be able to research land use, facilities and attractions in our local community.
3. Students will be able to produce a text in the target language, using persuasive techniques to effectively sell the local area as a travel destination.
4. Students will be able to research effectively using the internet, travel brochures, and any other relevant texts. Students will also gain knowledge through authentic community based experiences. This will be done through excursions for obtaining information and taking digital photos.
5. Students will be able to increase their target language vocabulary and grammar to include language relevant to the local area in LOTE lessons.

Tuning In

UGs	Performance of Understanding	Assessment, as, for and of Learning
4	<p>Introduce scenario to students. Explain this unit of work will be part of Departmental project and they will aiming towards constructing a travel text about Ulverstone in their target LOTE.</p> <p>Have students keep a learning journal to reflect on their learning during this learning sequence.</p> <p>Look at persuasive language in advertising, colour, music, logos, use of pictures and text. Also look at use of rhyme and alliteration</p> <p>Look at travel brochures and the use of pictures and language to sell a destination.</p> <p>Explore the readability of texts and brochures using the “readability graph”. This is to provide students with skills to analyse advertising material and make their own text suitable. (<i>See appendix I</i>).</p> <p>In their learning journals, have students reflect on questions such as:</p> <ul style="list-style-type: none"> - <i>What makes a brochure appealing?</i> - <i>What makes a brochure unappealing?</i> - <i>What are some positive points about each appealing/unappealing brochure?</i> - <i>What are some negative points about each appealing/unappealing brochure?</i> - <i>What is interesting about both brochures?</i> <p>These questions will lead to a build up of knowledge to create their own text considering:</p> <ul style="list-style-type: none"> ▪ <i>What makes an advertisement effective?</i> ▪ <i>List the common features of persuasive texts.</i> 	<p>Assessment <i>for</i> learning: Using response to teacher’s questions in students’ SOSE book, establish students’ prior knowledge and assess the extent to which students can: .</p> <ul style="list-style-type: none"> ▪ list the features of effective persuasive texts ▪ explain why these are used <p>Give feedback to students.</p>

SD 5 UG 3	<u>LOTE:</u> Learning basic verbs relevant to activities in the local community. This will be done through constructing vocab lists with students contributing. These vocab lists will be used to construct sentences and will be practised in the context of work they have already done (eg. J'adore, saya suka).	Assess students' ability to recall vocabulary using the LOTE Proficiency Outcomes (LPOs).
1,2	<p>Predict what a particular country would look like before and after viewing travel brochures.</p> <ul style="list-style-type: none"> - What do you think the country in the brochure is like? - What were you shown? - Why would you go to the country in the brochure? - What would the people who live in the country shown in the brochure be like? 	<p>Insight of responses in student learning journals about what??</p> <p>Try to be explicit here about what it is you are assessing. eg</p> <p>the extent to which students can:</p> <ul style="list-style-type: none"> ▪ explain the types of attractions that would be attractive to tourists ▪ clearly explain reasons for their opinions ▪ give examples to support their ideas.
4	<p>Ask students to suggest reasons why using a mascot character in their advertising could be an effective strategy. Develop a list of criteria for an effective mascot. Eg is it relevant, attractive, and friendly? Students will then work individually to design a mascot to welcome tourists to the local area</p> <p>On completion of designing a mascot students will then self assess their printed mascots against the list of criteria identified at the beginning of the lesson.</p>	<p>Assessment <i>as</i> learning: using the criteria for effective designs, students will self assess their designs, and assess how clearly they have expressed their ideas on what makes a mascot effective.</p>

SD 5 UG 3	<p>LOTE: Learning basic nouns relevant to places in the local community. Explain how you will do this. Students will construct a vocabulary list of relevant places in Ulverstone using their target LOTE. This has not been done in isolation – students will be learning new vocabulary in the context of the language and grammar they have already learned (eg. Gender has been covered previously, as has reversed word order for adjectives and nouns in Indonesian).</p> <p>Have students apply their new vocabulary to construction of a map of a pretend island.</p>	Assess students' LOTE proficiency using vocabulary tests and their islands; using LPOs.
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Finding Out

UGs	Performance of Understanding	Assessment, as, for and of Learning
2	<p>What are the significant moments and people in our local area?</p> <p>Walk the history trail of Ulverstone, while taking notes of significant people and moments in the community.</p>	<p>Assessment for learning: Assess the extent to which students can:</p> <ul style="list-style-type: none"> ▪ take clear and accurate notes ▪ note relevant points for the task being done.
2	<p>What are our community values?</p> <p>Drama activity through the use of the book “Memorial” by Gary Crew to explore the values within the local community. In Ulverstone our major tourist icon is the town clock/war memorial. Using the book “Memorial” read this to students as a drama ‘pretext’ (setting the scene). Then engage students in a drama teacher in role scenario where the teacher is mayor, and the students are town citizens and councillors. Students will then engage in a drama based debate about chopping down the tree (war memorial) identified in the book “Memorial”. Values clarification follows with students standing on a hypothetical line to indicate their agreement or disagreement with chopping down the memorial tree.</p>	<p>Assessment <i>through</i> learning</p> <p>Oral contribution to the values clarification.</p> <p>Oral argument given for or against chopping down “Memorial” tree.</p> <p>Logical and relevant argument/thoughts presented in drama activity.</p> <p>At this stage this is all the assessment we would do for this activity – it aims to</p>

	We are doing this activity to initiate student thought about what is important in Ulverstone and finding out what are our community values.	provide students with foundations for written arguments in later work, such as letters to the editor.
4,2	<p>What is happening currently in our community? Find out about local current events and issues in the community through the use of newspaper articles. For this activity we will use the Simplot and fresh vegetable protests being staged in Devonport and on the mainland. Students will construct a letter to the editor and express their views about a current issue of their choice using some persuasive language.</p> <p>Students will self and peer-asses their draft letters to provide feedback and improve them before sending to the editor for ‘publishing’. The editor in this case was the classroom teacher.</p>	<p>Assessment <i>as</i> learning: Using the students’ letters to editor, assess the extent to which students:</p> <ul style="list-style-type: none"> ▪ apply persuasive language, ▪ present their argument and opinion clearly ▪ give reasons to support their ideas
4,2	Inquiry about local current events using the POOCH (problem, options, outcomes and choice) Strategy. This is highly relevant to Ulverstone at this point in time. We are doing this as it links to UG 4 – as we want students to know it is all very well to criticise but they need to be able to use reflective thinking to think of a solution to issues in which they come into contact. Using these skills students will be able to not only then analyse texts but think of how they can make improvements.	<p>Assessment <i>for</i> learning</p> <p>Students will write up their POOCH in thinking journal. Students will then share responses and peer assess the practicalities of their solutions.</p>
SD5 UG3	<u>LOTE:</u> Development of sentence structure in target language to build simple persuasive sentences. This will be done through creating several sentence patterns on the board which students can use and adapt at their own learning level. Students will then use pictures from travel brochures about Ulverstone to create descriptive sentences (using the learning sentence pattern and prior vocab knowledge).	<p>Assessment <i>of</i> learning: Have students experimented with linguistic patterns to convey information and ideas? (This will be marked against the Tasmanian LOTE proficiency outcomes).</p>

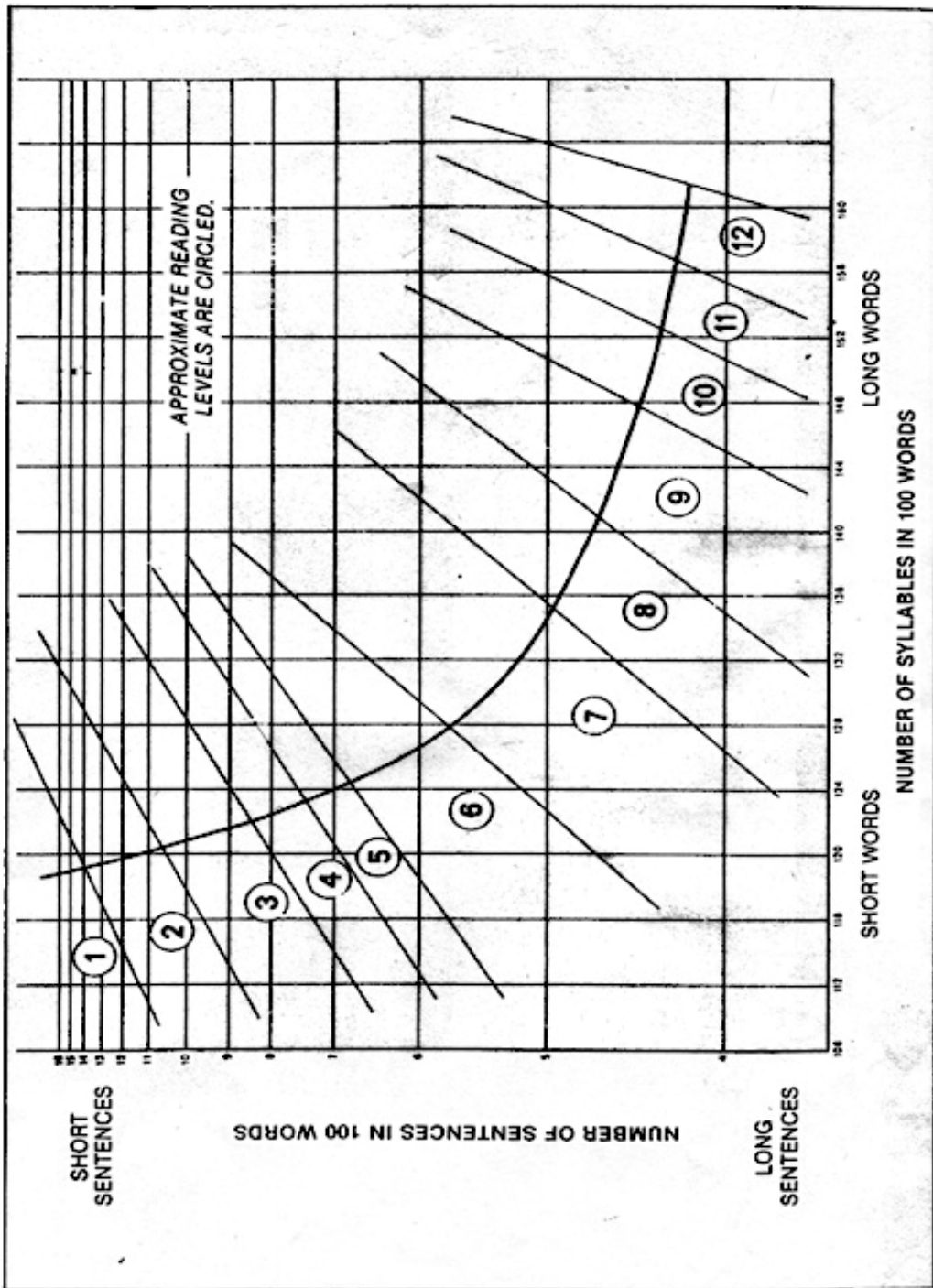
	To ease the heaviness of this lesson students will play Spoons and Zap in target LOTE.	
2	<p>What are the significant places in our local community? Construct metaphor poems to highlight the importance of man made structures in the Ulverstone area. Students will first be read “In my backyard” by Nette Hilton to explore metaphor in natural description of man-made objects in the community. Students will explore a page each from the picture book to find the literal and figurative meanings of the text and diagrams. Students will then write their own metaphor poem about Ulverstone.</p>	<p>Assessment <i>of</i> learning: Have students grasped the concept of metaphor, and values within our culture?</p> <p>Assessment <i>through</i> learning: Students will peer assess poems through reading of student poetry in pairs and guess what each is about.</p>
1,2,3	<p>Research activity using Y charts and Venn diagrams to explore target culture.</p> <ul style="list-style-type: none"> • Students will be allocated groups and using a Y chart students will be asked to brainstorm what they think their target culture may be like (eg. Looks like, sounds like, and what they’d expect to eat). This will be done without access to books or the internet so teachers can assess pre-knowledge. • Students will stay in allocated groups and given a cultural topic to research. Using a Venn diagram, students will place similarities and differences in the appropriate section. <p>This activity will be done to expose students to another culture. We feel this is necessary as students on the North-West Coast don’t often have a lot of exposure to culture other than white Anglo-Saxon Protestant (reference Advocate 27th</p>	<p>Assessment <i>for</i> learning: Content produced by students, is it relevant and well thought out? Detail of information on Venn Diagram and Y chart.</p> <p>Assessment <i>through</i> learning: Have students written some similarities between Australia and Indonesia/France?</p>

	July 2005 “reputation for tolerance takes a battering”.	
1,2,3	<p>Web quest on cultures of France and Indonesia. Looking at the use of appropriate websites, validity of websites and referencing addresses. As a class students will create an initial graffiti board (putting what they consider to be key points up on the whiteboard) about what they think a French person/Indonesian person would be like. This is to put forward all stereotypes students have. Students will then complete a web quest (see appendix 2) with general knowledge questions about Indonesia/France. During this time students may also alter any points they put on the graffiti board. At the end of the lesson a class discussion will be held about how students perceptions have changed. This activity also ties in with a learning sequence completed earlier in the year about stereotyping using potatoes. The end product of this lesson is to give students an understanding of who will be reading their text.</p>	<p>Use of websites to answer questions: are websites valid and correctly written down?</p> <p>Has the content of class graffiti board changed? And why?</p>

<p>SD 5 UG 1,2,3, 4</p>	<p>Travel brochure, poster or website for scenario found in the “description” section. This is the actual task that students will be completing individually for SILLiS.</p> <ul style="list-style-type: none"> • The assessment rubric will be shown to students before choosing their type of text. • Students will monitor their progress using their learning journal. At some stage each lesson they will share their product and reflections in journal. <p>On completion of the text students will:</p> <ul style="list-style-type: none"> • Share the text with Grade 8 students at Ulverstone High • Email their texts to another school studying their target language (maybe in SILLiSS project???) <i>Any ideas here Janine??</i> <p><i>I think that is a good idea – and will get back to you with some other suggestions too.</i></p>	<p>Rubric <i>We will get back to you on this.</i></p> <p>See separate notes on rubric.</p>
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Resources:

READABILITY GRAPH



READABILITY

Mr Stein looked him over. 'No,' Mouse walked on down the hall. When Ezzie was smaller, Mouse remembered that he used to keep a tooth in his pocket for emergencies like this. Then he could always go for a drink. He would hold up the tooth and say, 'My tooth came out. Can I go get a drink, Miss Regent?' It used to work all the time. It was the only good he ever got out of his lost teeth, because Ezzie's parents had never heard of the tooth fairy. They claimed it was something Ezzie had invented to get money out of them.

For this passage taken from *The Eighteenth Emergency* by Betsy Byars, count 100 words.

The number of sentences in 100 words is: _____
 The number of syllables in 100 words is: _____
 Therefore, this has a reading level of Year _____

Test 1 -
 Book Title _____

	Sentences in 100 words	Syllables in 100 words
Passage 1		
Passage 2		
Passage 3		
average	3) _____ =====	3) _____ =====
Reading level is Year <input type="checkbox"/>		

Test 2
 Book Title _____

	Sentences in 100 words	Syllables in 100 words
Passage 1		
Passage 2		
Passage 3		
average	3) _____ =====	3) _____ =====
Reading level is Year <input type="checkbox"/>		

- STEPS ARE**
- | | | |
|--------------------|------------------------------|--|
| A Count 100 words. | B Count and round sentences. | |
| C Count syllables. | D Repeat twice. | |
| E Average results. | F Use the graph. | |