Lesson plan 5.1

First of two sequential lesson plans intended to develop students’ critical literacy skills

**Time/length:** 60 minutes

**Topic/focus:** Reader positioning

**Subject:** English

**Year Level:** 10

**Context:** First lesson on a unit in which students explore the concept of reader positioning

EQUIPMENT/RESOURCES

Copies of the poem ‘The Death of Ben Hall’ by Anonymous

SYLLABUS OBJECTIVES

* Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
* Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)

LESSON OUTCOME

* Understand how readers are positioned through information inclusion/exclusion and emotive language in the poem

ASSESSMENT OF LESSON OBJECTIVES

* Contribution to class discussion
* Completed expressive writing and notes on poem handout

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| Time | Procedure |
| **5 minutes** | **Engagement/ activate existing knowledge:** write the word outlaw on the board; ask students to write for five minutes on what they know about outlaws – they can list outlaws they have heard of.Call for volunteers to share what they have written.  **Set reading purpose**  Explain we are going to read a poem about an outlaw called Ben Hall.  Uncover focus question placed on whiteboard before lesson: What is the author’s opinion of Ben Hall and his death? |
| **5 minutes** | **Scaffolding**  **Genre/background:** a poem which is an account of a real event in Australian history  **Language:** Lachlan side; a thousand pounds on his head;troopers;stockman;ta’en (uncover terms placed on whiteboard before the lesson) – teacher writes brief definitions) |
| **5 minutes** | **Reading**  Distribute copies.  Teacher reads the poem aloud with students following. |
| **15 minutes** | **Exploration**  Students write for five minutes giving their answer to the focus question.  **Eliciting**  Ask for volunteers to share their answers and elicit that the poem encourages sympathy for Hall.  **Explicit teaching**  Explain and illustrate concept of reader positioning: how a text encourages us to think/feel about an event/person/place/topic. This will be our focus for next few lessons.  **Exploration**  Students highlight words or phrases in the poem which encourage sympathy for Ben Hall. |
| **5 minutes** | **Explicit teaching/eliciting**  Explain that the words and phrases are of two types: inclusion of certain information (what we are told) and emotive language (how we are told) – illustrate these.  Introduce the terms exclusion/omission.  What are some things we are not told e.g. the crimes he committed, family life, childhood? |
| **15 minutes** | **Application**  Students highlight and label examples of inclusion of information and of emotive language used when referring to Hall’s ‘friend’, and then write for five minutes on how the poem positions readers towards the friend.  **Monitoring/formative assessment**  Teachers walks around monitoring work, offering assistance, praising good efforts and occasionally interrupting class to read out good examples |
| **10 minutes** | **Recap**  Review concepts of reader positioning, inclusion/exclusion and emotive language.  Show visual representations of Hall and invite comments on how each encourages viewers to think of him. |