Lesson plan 5.2

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

**Time/length:** 60 minutes

**Topic/focus:** Reader positioning: inclusion/exclusion (omission) and emotive language

**Subject:** English

**Year Level:** 10

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

EQUIPMENT/RESOURCES

Slides with two newspaper reports

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)
* Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)

LESSON OUTCOME

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

ASSESSMENT OF LESSON OUTCOMES

* Completed news reports

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| Time | Procedure |
| **5 minutes** | **Recap/elicit**  Review concepts of reader positioning, inclusion/exclusion and emotive language.  **Clarify aims**  To put into practice what we have learnt.  **Set writing purpose**  To produce two newspaper accounts of the events of death of Ben Hall, each positioning the reader in a different way through use of inclusion/exclusion and emotive language: one sympathetic and the other unsympathetic. Today we are going to draft the sympathetic account.  Parameters: length of 300 words; can include same events but must use different emotive language |
| **10 minutes** | **Scaffolding**  **Text type and structure**  Teach features of news reports referring to slides: attention grabbing headline; sub-header with who, what, when, where; body – background, events in chronological order, comments from authorities, witnesses.  **Language**  Examine some words or and phrases from the poem placed on whiteboard before lesson and explain/elicit how these could be paraphrased or replaced to achieve the same effect:  Like a hunted fox  His clothes were rent etc  traitor  rain of lead. |
| **15 minutes** | **Application**  Students draft.  **Monitoring/formative assessment**  Teachers walks around monitoring work, offering assistance, praising good efforts and occasionally interrupting class to read out good examples. |
| **10 minutes** | **Sharing**  Students swap their drafts with a neighbour and comment on each other’s work. |
| **15 minutes** | **Application**  Students continue drafting.  Teacher monitors and assists where necessary. |
| **5 minutes** | **Wind up**  Students to complete at home.  Can do research to add verified information they think relevant to their writing purpose.  Give due date. |