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|  | **Grade 5 Literacy Plan The Burnt Stick** | | | | | | | | | |
| **Rationale** | It is essential for students to learn about their countries history and specific events that have taken place which have helped to shape the country as it stands today. Students need to be able to understand these events and be able to make judgements and form opinions on them. In this literacy teaching sequence, the grade five students within this class will develop numerous reading, writing, speaking and listening skills that will ensure that they work towards the level four standard in English according to VELS. The class itself constitutes of 30% Indigenous students who have expressed particular interest in learning more about the history of the interaction between the Indigenous and non indigenous people of Australia. The class also contains students with varying learning styles and preferences when it comes to working independently or as a group. Some students prefer multimodal approaches to literacy where as others prefer a written text book. Students have also expressed positive attitudes towards the point of view writing style as they like to consider how other people think and they thrive off being given independence and authority to choose the way they learn and complete tasks and activities.  The chosen text for this sequence of three literacy sessions is, ‘The Burnt Stick’ by Anthony Hill. This text appeals to the students within this class because it incorporates a variety of viewpoints that the students can work with, develops their understanding about the period known as the ‘stolen generations’, and it is a short novel which the students will enjoy as they see it as a challenge. The text will develop the student’s ability to analyse texts and understand the reasoning behind the way it is structured. It will also develop their use of adjectives to describe places and events aswell as develop their understanding of persuasive writing in regards to what the author is trying to get you to see and what he might be hiding. The text appeals to all literacy needs of the students as both the lowest and highest literate students are able to use their reading, writing, listening and speaking skills to respond to the learning activities within the sessions.  In relation to VELS, the students needs are met within this sequence as they are learning about an unfamiliar event (stolen generations), they will use a range of texts and media to research the issue, including text books, newspapers and video clips whilst working both independently and in groups which caters to all learning styles. Students will also be given authority and independence on specific tasks allowing them to work their way through the book making notes, collecting evidence, creating character profiles and considering view points of the many different characters. Students will then compare and contrast notes and evidence with fellow students allowing them to identify opinions offered by others which will allow their thoughts to be expanded. Students will also be given the freedom of responding to tasks in a variety of text structures.  All sessions will follow a clear progressive structure including an overview of the purpose of learning and assessment, guided and modelled teacher demonstrations, independent work to practice and apply new skills and group and independent reflection. The text will be read by both the students and the teacher, with everyone taking turns to read the pages out loud. Students will all be issued with copies of the text and through a progress report charting system students will be encouraged to read it in their free time and at home, with rewards being given to those who are consistently reading. Frontloading strategies will be incorporated into the first session which will allow students to make inferences about the text and the issue of the stolen generations. It will also allow students to visually analyse their learning through the incorporation of KWL charts. The sessions will have a variety of tasks and activities that are multi levelled in which students can choose which one they want to pursue. Students will also be allowed freedom in the way they respond to these tasks, with the option to respond to activity questions in different text structures or multi modal formats. The sequence of sessions will incorporate explicit skills based elements as students will be made aware of the ongoing assessment that will take place throughout the sessions. Students will understand that it will analyse their self reflection, contribution to class discussions and group work, and responses to activity questions. | | | | | | | | | |
| **Overall Expectations**  **/**  **Links to VELS** | Throughout this literacy sequence students will demonstrate their ability to;  -comprehend and respond to an expanding range of texts in print and electronic forms that contain increasingly unfamiliar concepts, themes information and issues  -reflect in ways that develop considered and critical approaches to a range of texts including literacy texts (novels) and media texts (newspapers)  -develop their knowledge of how texts are constructed for particular purposes, and examine generalisations and simplistic portrayals of people and social and cultural issues  -learn how to draw evidence from texts to support their points of view  -experiment with several strategies when interpreting texts containing some unfamiliar ideas and information  -write texts for a range of purposes that demonstrate their developing understanding of the way imagery, characterisations, dialogue, point of view, plot and setting contribute to the meaning of texts.  -become more systematic in their use of strategies for writing (note taking, using models, planning, editing and proofreading) and make decisions about appropriate structures and features of language in texts for different purposes and audiences.  -engage in exploratory talk to share and clarify their ideas, to formulate simple arguments and to seek the opinions of others  -participate in oral interactions for different purposes, including entertaining, informing and influencing others and learnt to sustain a point of view, and provide succinct accounts of personal experiences or events  -experiment with spoken language features such as pace, pitch and pronunciation to enhance meaning as they plan, rehearse and reflect on their presentations.  -identify opinions offered by others, propose other viewpoints, and extend ideas in a constructive manner  Students will also engage in all activities with a positive and friendly attitude that respects the traditional culture and persons of this country. | | | | | | | | | |
| **What do we want the students to learn?**  -Different opinions affect the way a story is told  -Telling stories through different points of view  -Using evidence, planning models and practicing ensures a detailed and convincing response | | | | **How will the students learn best?**  -Gathering and analysing different opinions both independently and in groups  -In levelled groups with students at similar literacy levels  -In informal assessment practices  -Freedom in their choice of text response | | | **How will we know what students have learnt?**  -KWL charts  -Thought/evidence sheets  -Contributions to class and group work | | |
| **Content/process** | | **Teaching Focus** | **Strategic Questions** | | **Shared/Modelled reading./writing activity** | **Follow on activities-group/independent** | | **Assessment** | **Resources** | |
| **Session One:**  Prediction and Frontloading.  Inquiry – What are some of the things the statement, “She took the stick and covered him in the charcoal from the fire”, be referring to? | | Introduction to the text and the topic of the stolen generations. The focus is for students to identify the knowledge they have on the interaction between Indigenous and non Indigenous Australians and begin to form opinions on the event. Students will also begin to analyse other opinions and begin to consider how different opinions change the way a story can be told (point of view). | What do we know about the history of Indigenous Australians?  What do we know about the interaction between indigenous and non indigenous Australians.  What type of text do we think this book might be?  Could this story be real?  Would this story be told differently if someone else was the main character? | | Teacher informs students about assessment as being ongoing and related to their contribution to class and group discussions as all different opinions are valid.  Students look at the collage of pictures from the text – students brainstorm and record what these could mean and what the book could be about.  As a class, think about the things the statement, “She took the stick and covered him in charcoal from the fire”, could be referring to and make links to the picture collage (all on the SmartBoard).  Students fill out KWL charts relating to the stolen generations.  Shared reading of text. | Students work in levelled literacy groups and discuss the opinionaire. Students fill out the self, author and group column and discuss reasons why.  Students take home opinionaire to ask a family member their opinion. This will be brought back to school the next day for the next literacy session. | | Diagnostic class assessment during group discussions.  Prior knowledge based on inferences made on text picture collage and KWL charts.  Individual diagnostic assessment from the opinionaire. | Appendix 1 – KWL Chart  Appendix 2 – Opinionaire | |
| **Session Two:**  Point of view, note taking and collecting evidence.  Inquiry - How would other people tell this story? Based on evidence what might their opinion be? | | The focus is for students to analyse, collate and compare various opinions and how different points of view and opinions can change the way the story is told.  Students will also learn to make independently initiated notes in order to help them with future tasks (applying evidence ect).  New knowledge gained about the stolen generations. | Would the big man from welfare speak about John Jaggamarra’s home by the sea the same way?  Would you have a different opinion if you read the story told by someone else? Would the story be different? | | Students are given notes and thoughts sheets and are made aware to independently add to these throughout class and group and independent work. Students know that these notes will be evidence that will contribute to their point of view writing task. As a group, collate and compare all opinions from the opinion survey. Shared reading of various newspaper articles online and watching short informative video clips to enhance students understanding of the event. Brainstorm opinions that various characters may hold and how they might tell the story of ‘The Burnt Stick’ differently. | Students work in levelled groups to develop ideas about how various characters in the book may tell the story differently.  Students work in small groups or independently to create a response to the task question, “You are to choose a character in the book and retell the story in their point of view. You can respond in any way ensuring that it is multi modal”. Students use their notes and evidence to create their responses. Students also create models and plans in how they are going to structure their responses. Students also research the topic of stolen generations using various media. | | Individual diagnostic assessment from note and thoughts sheets, response models and plan. | Appendix 3 – Notes and thoughts sheets | |
| **Session Three:**  Evidence, presentation and practice/proofreading. | | The focus is for students to persuade their audience that the point of view they have taken would be correct for that person, identifying evidence and opinions researched and gathered. | Can the evidence you gathered be influenced by that Authors point of view? | | Teacher gives example of a response to previous lessons question through an interactive cartoon with subtitles. This specifically identifies use of evidence and highlights to students how they can assess fellow peer’s use of evidence in their presentations. Teacher uses SmartBoard to give an example of how she would mark herself on the self assessment rubric. | Students pair up with another group and take turns to present their response to the previous sessions question. Students highlight the evidence they have collated and utilised and fill out self and peer assessment rubrics. Students also show examples of their planning and proofreading/practicing.  Students independently fill out KWL charts. | | Evidence collected and utilised.  Planning, modelling and proofreading/practice.  New knowledge on KWL chart | Appendix 4 – peer assessment rubric  Appendix 5 – self assessment rubric  Appendix 1 – KWL chart | |

APPENDIX 1 – KWL Chart

TOPIC: Indigenous Australians and the Stolen Generations

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| --- | --- | --- |
| What I **Know** | What I **want** to know | What I have **learnt** |
|  |  |  |

APPENDIX 2 – Opinionaire

Think carefully about each of these statements. Write A (agree) or D (disagree) in the ‘S’ column for yourself. Discuss with someone from home ‘H’ and your group ‘G’ and what you think the Author ‘A’ thinks about these statements.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | S | H | G | A |
| It was the right thing to do to take the Indigenous children away from their families. |  |  |  |  |
| The government were trying to do the right thing. |  |  |  |  |
| Not many children were taken. |  |  |  |  |
| Indigenous and Non Indigenous Australians will never be able to get along and live together. |  |  |  |  |
| Indigenous and Non Indigenous Australians are equal. |  |  |  |  |

APPENDIX 3 – Notes and thoughts sheets

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| **Notes**  New information, Ideas, Teachers instructions/ideas, | **Evidence**  Parts of the text / extra information that will help you develop your point of view response | **Thoughts**  What do you think? Do you agree? Do you have any questions? Ideas? |
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APPENDIX 4 – Peer assessment rubric

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|  | LOW | MEDIUM | HIGH |
| EVIDENCE | Didn’t show any parts of the text where they developed their point of view from.  Didn’t show any further research from other sources. | Showed some parts of the text book where they developed their point of view from.  Showed a small amount of further research which was highlighted in class. | Showed lots of parts within the text book that helped to develop their point of view.  Showed further research which wasn’t highlighted in class. |
| PLANNING/PRACTICE | Didn’t show any rough drafts or planning models of their point of view response. | Showed one rough draft or planning model of their point of view response. | Showed numerous rough drafts and planning models of their point of view response. |
| PRESENTATION | Didn’t speak clearly.  Didn’t make me think about their chosen person’s point of view.  Wasn’t engaging and didn’t incorporate a multimodal response. | Could understand what they were saying.  Understood the person’s point of view.  Response was multimodal. | Spoke very clearly.  Very convincing point of view response.  Engaging multimodal response. |

APPENDIX 5 – Self assessment rubric

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|  | LOW | MEDIUM | HIGH |
| EVIDENCE | Didn’t show any parts of the text where I developed the point of view from.  Didn’t show any further research from other sources. | Showed some parts of the text book where I developed my point of view from.  Showed a small amount of further research which was highlighted in class. | Showed lots of parts within the text book that helped to develop this point of view.  Showed further research which wasn’t highlighted in class. |
| PLANNING/PRACTICE | Didn’t show any rough drafts or planning models of their point of view response. | Showed one rough draft or planning model of their point of view response. | Showed numerous rough drafts and planning models of their point of view response. |
| PRESENTATION | Didn’t speak clearly.  Didn’t make me think about their chosen person’s point of view.  Wasn’t engaging and didn’t incorporate a multimodal response. | Audience could understand what I was saying  Audience could understand this person’s point of view.  Response was multimodal. | Spoke very clearly.  Very convincing point of view response.  Engaging multimodal response. |

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