**Lesson 5 – What’s wrong with the Anzacs? Part 1**

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| **Lesson Topic:** What’s wrong with the Anzacs? Part 1 **Unit Topic:** WWI **Year Level:** 9 **Lesson Duration:** 60 minutes  |
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| **AusVELS**  | **Specific Lesson Outcomes for** **the students** |  **How will I determine if outcomes have been met** |
| Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts [(ACELY1742)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1742) |  To understand some of the issues regarding the national memory of World War I.  |  Students are reading critically and understanding the text.  |
|  Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts [(ACELY1744)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1744)  | To gain an understanding of the use of language to create an argument.  |   Students are actively reading and asking questions, doing further research and listening.  |
| Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech [(ACELA1562)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELA1562) | To understand the emotion that can be involved in issues like this and form an opinion of their own based on prior knowledge.  |   Students successfully complete task.  |

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| **INTRODUCTION**   Welcome students and mark role. Explain to students that they will be doing a comprehensive language analysis and writing their own opinion piece over the next two classes.   | **Key questions** **Key organisational/****management issues** |
| **PROCEDURE** Students are to read the original article to themselves and assess its credibility. Once the piece has been read by every student as a class we will brainstorm some of the ideas that are presented and point out some persuasive devices. Students are to then use their computers to access the responses (there are 214 comments) and choose ONE response to analyse. Their analysis should focus on the use of persuasive devices, the language that is being used and the credibility of the response and original article.  | **Key questions** **Key organisational/****management issues**Reading may be difficult for some students so it is vital to keep an eye on them and check their progress, helping when required. When brainstorming ideas students are to respect other opinions. The reading in this lesson is quite sophisticated so students must be paying attention.  |
| **CLOSURE**  The last 15 minutes the class will watch an interview with the writer of the original piece. What they do not get completed in their analysis will be set as homework to be checked and discussed in the next lesson.        | **Key questions** **Key organisational/****management issues** Students are to write their homework task in their diaries.  |
| **RESOURCES**Opinion piece: *Fight free of Anzac, lest we forget other stories*. Marilyn Lake. <http://www.theage.com.au/opinion/fight-free-of-anzac-lest-we-forget-other-stories-20090422-afb5.html#ixzz2X43K77es>Responses to this piece:<http://blogs.theage.com.au/yoursay/archives/2009/04/creation_of_a_n.html?page=fullpage#comments>Interview with Marilyn Lake about the teaching and learning of the Anzacs.<http://media.theage.com.au/news/national-times/whats-wrong-with-anzac-4219721.html> |
| **CRITERIA FOR ASSESSMENT OF STUDENT ACHIEVEMENT**   Successfully complete a language analysis.     |