**Lesson 6 – What’s wrong with the Anzacs? Part 2**

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| **Lesson Topic:** What’s wrong with the Anzacs? Part 2 **Unit Topic:** WWI  **Year Level:** 9 **Lesson Duration:** 60 minutes | |
| |  |  |  | | --- | --- | --- | | **AusVELS** | **Specific Lesson Outcomes for**  **the students** | **How will I determine if outcomes have been met** | | Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features [(ACELY1746)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1746) | To understand some of the issues regarding the national memory of World War I, as well as establish their own voice and opinion. | Student completes task and engages with the sources. | | Review and edit students’ own and others’ texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features[(ACELY1747)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELY1747) | To understand how language can be used to present an argument and how sharing your argument online can be a good way to communicate. | Student asks questions and actively communicates in the online discussion. | | Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation [(ACELT1773)](http://ausvels.vcaa.vic.edu.au/Curriculum/ContentDescription/ACELT1773) | To gain a deep level of understanding about the idea of nationalism and memory. | Student can understand the text and respond to it appropriately. | | |
| **INTRODUCTION**     Welcome students and mark role.  Check homework from the previous lesson and discuss their work.  Explain to students that this is a continuation of the last English lesson and that they will be writing their own response either debunking the original author or siding with her. | **Key questions**  **Key organisational/**  **management issues**  Students who have not completed their homework must jot down as many answers as they can during class discussion and show the teacher this. |
| **PROCEDURE**  Students are to write their own response, they can choose whether or not to post it on The Age website but they do have to post it in the class Wiki. Their piece should be between 250-500 words and make use of the persuasive devices discussed in the previous lesson.  Once they have posted their response students must respond to at least one other person’s piece. | **Key questions**  **Key organisational/**  **management issues**  Students may have differing opinions, they MUST not be offensive to their peers and they must create responses that do not diminish their classmates. |
| **CLOSURE**   Congratulate students on a successful task. What has not been finished must be done for homework and will be checked. | **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> | |
| **CRITERIA FOR ASSESSMENT OF STUDENT ACHIEVEMENT**     Successful completion of writing task using persuasive devices and knowledge that they have picked up throughout the course. | |