



ENGLISH

LANGUAGE

Understand the uses of subjective and objective language and bias. [ACELA 1517]

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects. [ACELA 1518]

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials. [ACELA 1523]

LITERATURE

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts. [ACELT1613]

Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts. [ACELT1615]

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse. [ACELT1617]

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways. [ACELT1618]

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentences variation, metaphor and word choice. [ACELT1800]

LITERACY

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches. [ACELY1708]

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions. [ACELY1709]

Use interaction skills, varying conventions of spoken interactions such as tone, pitch and pace, according to group size, formality of interaction and needs/expertise of the audience. [ACELY1816]

Analyse how text structures and language features work together to meet the purpose of a text. [ACELY1711]

Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structure features. [ACELY1712]

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts. [ACELY1713]

Analyse strategies that authors use to influence readers. [ACELY1801]

Plan, draft and publish imaginative and informative and persuasive print and multimodal texts, choosing and experimenting text structures, language features, images and digital resources appropriate to purpose and audience. [ACELY1714]

Reread and edit students' own and others' work using agreed criteria and explaining editing choices. [ACELY1715]

HISTORY

HISTORICAL SKILLS

Use historical terms and concepts. [ACHHS099]

Identify points of view in the past and present. [ACHHS104]

Develop historical texts, particularly narratives and descriptions, which incorporate source material. [ACHHS105]

GENERAL CAPABILITIES



Discuss and record any prior knowledge that the students have about the thylacine. Also record any questions that the students may have.

Give the students a text about the thylacine and have them read through it individually, then re-read and record their thinking and any questions that it may have raised. Ask the students to highlight important information, write any connections or inferences that they made and record emotional responses (if any) to the text. The students then write a summary of the article. **

**** The teachers chose to use two or three texts for this activity in order to cater for different reading levels within their classes. Some students were given graphic organisers to help them to sort and summarise the information.**

Show the students images of Thylacines in order to build upon their schema. Also show images of zoos in Australia from the 1930's as well as images of modern zoos so that the students can appreciate the difference between zoos as they were, compared to zoos today.

Provide the students with individual copies of two of the pictures that they have seen— one from a zoo in the 1930's and one from a modern zoo. Allow time for the students to brainstorm describing words that fit each image. Allow one or two students to share some of their words. Record the responses on the board.

Explain to the students that they are going to write a paragraph describing each. Encourage the students to make their writing more interesting by choosing interesting words and using adverbs.

Have some students share their paragraphs and have the students offer feedback and suggestions.

Read the book 'I Saw Nothing' by Gary Crew.

After the initial reading, the students record responses to the text. In groups, the students list all the details that they can recall that 'tell' them that the story is set in the past. Report back to the class, record responses on an anchor chart.

Pose the question, "Is the snarer (Churchill) a villain? Complete a 'value lines' activity based on this question (setting boundaries first). At the completion of the activity, the student record their individual responses to this question and give reasons for their opinions.

Look at the illustrations in the book 'I Saw Nothing'. In groups, discuss and record answers to the following questions; 'How do the images in the book portray the Thylacine?'

'Do the images convey a point of view or a 'voice'? Do we "hear" the Thylacine's side of the story through the images?'

'How do the illustrations portray the Thylacine? Which images cause us to consider things that we may not have thought about on our own?'

Give the students time to record their responses and allow individual students to share theirs.

Show the students the footage of the last thylacine in the Hobart Zoo at: <http://www.youtube.com/watch?v=odswge5onwY>

During viewing, allow students to write down thoughts, feelings or phrases that occur to them while watching. Share responses. Students highlight those that they think are the most powerful. Together create a group poem using people's best words and phrases. Poems can be any format and do not have to rhyme. Allow time to share drafts.

**** The teachers allowed the students to view this piece of footage several times and played the song "In the Arms of the Angels" at the same time. This helped the students to connect with the text on an emotional level which was reflected in their poems.**

Share the book, 'The Dream of the Thylacine' by Margaret Wild and Ron Brooks. Allow the students to share their thoughts and feelings about the book.

Brainstorm the aspects of the book that add to the emotional impact (choice of words, font type, image choices and colour, choice of media). Create an anchor chart and record these. Re-read book, asking the students to pay particular attention to the features discussed.

In groups, students discuss how they could use this knowledge to publish the poems they created in the previous lesson.

Allow time for the students to publish their group poems. Display. **

**** Overall, the teachers were really impressed by the quality of the poems produced by the students. Some extra vigilance was required in order to make sure that all of the students contributed to the finished product. The teachers used groups that contained a maximum of 6 people.**

LANGUAGE [ACELA 1518]

LITERACY [ACELY 1708] [ACELY 1712] [ACELY 1713]



LANGUAGE [ACELA 1525]

LITERACY [ACELY 1708] [ACELY 1713]

HISTORY [ACHHS104]



LANGUAGE [ACELA 1518] [ACELA 1525]

LITERATURE [ACELT 1613]

LITERACY [ACELY 1709] [ACELY 1801]

HISTORY [ACHHS099]



LANGUAGE [ACELA 1518]

HISTORY [ACHHS104]

LITERATURE [ACELT 1613] [ACELT 1615] [ACELT 1617]

LITERACY [ACELY 1708] [ACELY 1801] [ACELY 1709] [ACELY 1816] [ACELY 1711] [ACELY 1714]



LANGUAGE [ACELA 1518]

LITERATURE [ACELT 1615] [ACELT 1617]

LITERACY [ACELY 1711] [ACELY 1713]

