

Descriptors 1.2 – Understand how students learn

Descriptor 1.3 Student with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Section 3: Justification for Instruction

The classroom is a shared environment where students are able to collaborate with others, have discussions, explore ideas and develop as a learner. It is a teachers role to provide students with an environment where students can thrive and reach their full potential. In order to do this, teachers need to create an environment where students feel comfortable and are able to learn regardless of their needs and learning style. To cater for the needs and abilities of students, students had many opportunities to work in groups and with a partner. Collaboration is an essential aspect as students are able to learn from each other, identify any misconceptions and further develop knowledge. The unit of work that has been designed assists students in developing structure and language features of a persuasive discussion piece. This knowledge is needed in order for students to construct their own discussion piece independently. There is a range of communicative activities that have been integrated into this unit to help students understand the content. The activities that have been planned encourage students to listen, speak, read and write. Communicative activities are very beneficial as they develop speaking and listening. Students need opportunities to speak and listen to others in order to develop writing skills.

Group and partner work can help cater for student's needs and learning abilities. Bearne (1996) states that teachers need to consider students' needs and abilities before planning. The purpose of group work is for students to help each other with tasks (Bearne, 1996 and Jones, 1972). Group and partner work is vital to EAL students as it promotes more learning opportunities for them through speaking and listening (Hertzberg, 2011). Strickland and Morrow (1988) states that children learn by being able to interact with others around them as it helps them develop their repertoire of language patterns and the meaning of words. Group and partner work enables students to have discussions, explain their thinking, share ideas, learn from each other and provide each other with constructive feedback. Collaborative learning experiences enable all students to work on the same task without disadvantaging any students in the classroom. Partner and group work is very beneficially as it helps students build self-esteem and confidence (Breznak & Scott, 2003). Teacher need to provide opportunity for students to work with others in order to cater for student's needs and abilities.

Students were able to collaborate with others by participating in communicative activities. Strickland and Morow (1988) and Oradee (2012) state that activities that promote group discussions and child-adult conversations help children become effective language users. The communicative crossword is an activity that was used in the unit. In this activity one student receives the down answers and the other receives all the across answers. The students have to both listen and talk to search for information. This activity also helps to build topic knowledge and specialised vocabulary. This activity involves students to describe, explain and clarify information (Hertzberg, 2011). Back-to-back viewing is another communicative activity that was used in this unit. Students have to watch a video; however, one person is facing the screen whereas the other person is facing the opposite way. Students will have to write down what they hear/ see, then compare their information (Hertzberg, 2011). Another collaborative learning experience that enables students to have lively discussions is the expert/home group (Gibbons, 2002). This strategy involves students listening and speaking to each other (Gibbons, 2002). This was used in this unit, as students had to become experts of the gold rush by researching the topic with peers.

Comment [JV1]: 1.2: Understand how students learn
Students learn when working with others as they are able to listen to diverse views and perspectives, share ideas, clarify any misconceptions and most importantly learn from one another.

It is essential that teachers provide opportunities for students to work with others.

Comment [JV2]: 1.3: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Communicative activities are beneficial for EAL (English as an additional language) students as they are able to develop speaking and listening skills.

Comment [JV3]: 1.3: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

Group work is also beneficial for EAL students as they are able to speak and listen to others. Teachers should provide many opportunities for students to work with their peers.

Communicative activities are very beneficial as they help motivate students and promote an encouraging and supportive environment for learning language (Oradee, 2012). Communicative activities are essential as they promote speaking and listening, which much take place in order to develop writing skills.

Oral language develops both reading and writing skills. Campell and Green (2006) states that “learners must be communicators and thinkers before they can be effective readers and writers” (pp. 53). Throughout the unit students have multiple opportunities to listen and speak with others. People are able to learn a language by listening and speaking (Campbell and Green, 2006 and Hertzberg, 2011). Teachers need to provide opportunities for students to be a part of purposeful oracy learning, as listening and speaking is vital in order to develop reading and writing (Campell and Green, 2006, Hertzberg, 2011 and Strickland and Morrow, 1988). There are strategies that teachers can use to enhance oracy in English. Teachers need to provide activities for students to be active listeners. Teachers need to plan tasks that enables the listener to process what they have heard by writing or talking in order to point out their understanding (Hertzberg, 2011). Michael Halliday and Lev Vygotsky state that talking allows people to be able to think in a variety of ways (Hertzberg, 2011). Vygotsky developed the expressions inner speech and outer speech to describe the importance verbal interactions are for learning. Inner speech is speaking to oneself, whereas outer speech is having external interactions with others (Hertzberg, 2011). Students that use external interactions explore, resolve and clarify ideas with themselves (Hertzberg, 2011). It is very important that EAL learners communicate with others so they are able to develop language functions such as expressing opinions, describing, justifying and evaluating. The think, pair and share strategy is an effective strategy that has been used in the unit as it promotes both speaking and listening (Hertzberg, 2011 and Ritchhart, Church, Morrison, 2011). The teacher may ask a question or present a picture, the students need to think about it, pair up with a partner and then discuss their thinking with one another. Teachers can ask students to report back what their partner said to encourage active listening. The thinking routine “What makes you say that?” is another strategy that promotes speaking and listening. This strategy helps students reflect more deeply on their thinking (Ritchhart, Church, Morrison, 2011). Listening and speaking are essential in order to develop writing and reading.

The gradual release of responsibility model has been taken into consideration when planning this unit of work. The gradual release of responsibility model makes sure all students are supported throughout their learning experience. In order to develop language features the teacher modelled the feature, the teacher and students practice together and then students work on the task independently. Wing Jan (2009) indicates that teachers need to gradually build the students’ knowledge of a topic/concept before they practice the task independently. It is essential that teachers demonstrate the task and practice the task with students before getting students to practice the skill independently. The two language features that were explored in this unit were emotive language and facts and opinions. In order to develop these language features students were involved in many oral language activities. To introduce students to emotive language they had to define the word and give examples of emotive words. A word cline was used to develop students’ knowledge of emotive words. This activity builds a person’s vocabulary by ordering a specific group of words in terms of their strength (Hertzberg, 2011). Students had to look at the words and put them in order from the most persuasive to the least persuasive. The

Comment [JV4]: 1.2: Understand how students learn.

Students learn when they are modelled a task and practice completing an activity with a teacher before completing their work independently.

This gives students an opportunity to observe the teacher and build confidence before completing the task independently.

independent task that students had to complete was looking at a photo and in a group come up with sentences that describe the picture using emotive language. These collaborative experiences will help students identify emotive words and help students put them into a sentence.

Facts and opinions are language features that can be presented in a persuasive discussion piece. Mier (1985); Rex, Thomas and Engel (2010) state that students should be able to write clear arguments that are supported with evidence. In order for students to do this they need to understand what a fact and an opinion is. Students first had to define the two and justify the differences. The activity that was used to build knowledge of these language features was the two corner game. The two corner game enables students to think if a fact or opinion was called out and to justify their thinking. The independent activity that the students had to complete was *Tug of War*. In groups, the students had to read out facts and give their opinion on the issue. Ritchhart, Church, Morrison (2011) state that this thinking routine facilitates a lot of lively discussions amongst students. This thinking routine promotes student engagement as it enables all students to generate an opinion. O'Neill (2014) indicates that students need to understand that people have different opinions and viewpoints on an issue. Students need this knowledge in order to understand the purpose of a persuasive text.

This unit provides a lot of group and partner work in order to cater for students learning needs. Students are able to assist each other and provide each other with support. There are a lot of communicative activities within the unit, as in order to develop writing skills students need opportunities to speak and listen to others. Students were able to develop the two language features by observing the teacher modelling the skill, then practicing the skill with the teacher. This needs to take place before students work independently on the task given.

Word Count: 1314.

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<p>Topic: My Place: Episode 16: Ben / 1858</p>	<p>Year Level: 5</p>		<p>Term: 3 Weeks: 2-6</p>			<p>Date:</p>	
<p>GRAMMAR FOCUS: (levels)</p> <p>1. Whole text structure of a persuasive text:</p> <ul style="list-style-type: none"> • An opening statement of the issue or concern that is to be argued. • A statement of opinion, position or proposal that may be part of the opening statement. • Background information to support the opening statement may be included. • Arguments for and against the issue that is supported with evidence. • Sequentially ordered arguments from the most persuasive to the least persuasive. • Carefully selected facts to support and elaborate on an argument. • A concluding statement that sums up the argument and gives the writers viewpoint on the issue. <p>2. Language features for the text-type:</p> <p>Word Level</p> <ul style="list-style-type: none"> • Emotive words and phrases used to persuade the reader (Eg: We strongly believe). • Connective to indicate the sequence of the points supporting the stance (Eg: Firstly, secondly, finally). • Conjunctions to link reasons and actions, opinions or cause and effects (Eg: So, because, therefore). • Specialised vocabulary and technical terms relating to the issue being argued. • A variety of verbs used, eg. Action verbs(run, drive); mental verbs (hope, believe, think). • Uses words that introduce another point of view 	<p>Text type and mode</p>	<p>Listened to</p>	<p>Spoken</p>	<p>Read</p>	<p>Written</p>	<p>Viewed</p>	<p>Produced</p>
<p>Persuasive argument</p>		<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Steps in Teaching and Learning Cycle: (adapted Derewianka, 1990/2007)</p> <ol style="list-style-type: none"> 1. Building topic knowledge 2. Building text knowledge/Model the genre 3. Guided activities to develop vocabulary and text knowledge 4. Joint construction of text 5. Independent construction of text 6. Reflecting on language choices <p>Frequently used Literacy Instructional Strategies: <i>Gradual Release of Responsibility Model</i> Language Experience Approach (R/W) Picture Chat Read to Shared R/W Guided R/W Modelled writing Interactive writing Independent R/W Literature Circles Reciprocal Teaching Mini lesson Roving conferences</p> <p>Teaching techniques: Think Aloud, Text analysis, Cloze exercises, Note-taking,</p> <p>Graphic Organisers: T-chart, Y-chart; Venn diagram, Data grid, Sunshine wheel, KWL chart, Flow chart, Story map, templates for text-types for planning, Flow diagram.</p>							

- Uses appropriate words to conclude or sum up an argument or discussion.
- The use of the first person.

Sentence Level

- Present tense, depending on the purpose of parts of the text.
- Occasional use of passive voice.
- Facts and opinions included.
- May include quotes or reposted speech to support an argument.
- The use of first person.

(Wing Jan, 2009, pp. 168).

CONTEXT: Overview of series of lessons and background information

- Explore content about the gold rush and what life was like in 1858.
- We will build topic knowledge by exploring pictures from 1858, by viewing videos from my place and by allowing students to research about the Gold rush using the internet. Students will be able to identify specialized vocabulary and important key ideas that occur during the 1858. Students will be introduced to many facts on the gold rush. Students will have an opportunity to share and justify their opinion with others.
- Over a series of lessons students will view discussion pieces on the gold rush in order to explore and grasp the key purpose, structure and language features of a discussion piece. Students will have an opportunity to deconstruct, analyse and annotate discussion pieces to help them build knowledge of the text type. The students and the teacher will jointly write a discussion piece based on an issue related to the gold rush. Students will then be able to write their own discussion piece on their own.

<p>Pre-assessment of students' skills and knowledge:</p> <p>Standardized tests for reading/writing/ NAPLAN Profile of Data Progression of Reading Development Conferences/interviews Student written work samples Self-assessments</p> <p>Literacy Learning intention: <i>We are learning the structure and relevant language features of a persuasive discussion, to help us construct our own discussion piece.</i></p> <p>Learning behaviours: <i>I need to find arguments for and against the topic and support them with facts. I also need to state my opinion in the conclusion.</i></p> <p>Success criteria: <i>I know I'm doing well if I can:</i></p> <ul style="list-style-type: none"> - Annotate and understand what the structural features and language features are. - Extend my vocabulary used topic knowledge. - Construct a discussion piece (plan, draft, edit, publish). - Provide at least one argument for the issue and one argument against the issue and also state a clear point of view. - Work collaboratively with my peers. 		<p>Four resource model (Freebody & Luke, 1990/1999): Code Breaker; Text Participant/Meaning Maker; Text User; Text Analyst</p> <p>Comprehension Strategies: Predicting; Visualising; Making connections; Questioning; Inferring; Determining important ideas; Summarising; Finding evidence in the text; Understanding new vocabulary; Synthesising; Comparing and contrasting; Paraphrasing; Recognising cause and effect; Skimming and scanning; Five semiotic systems: linguistics, visual, auditory, spatial, gestural.</p> <p>Question types: self-questioning; 3 levels; (literal, inferential, evaluative); QAR</p> <p>Thinking Routines: Think, pair, share, See, Think, Wonder; What makes you say that?; Headlines; +1, Three word summary, 5VIPs, Give One, Get One (refer Ritchhart, R., Church, M., & Morrison, K. (2011). <i>Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners</i>. eBook online)</p>				
<p>Topic-specific vocabulary for the unit of work:</p> <p><i>Gold Rush, gold, goldfields, gold fever, history, government, law, licence, permit, Chinese, Europeans, miners, diggers, immigration, point of view, expectations, responsibility, purpose, opinion, reason, justification, evidence, facts, thesis statement, emotive, conjunctions, connectives, firstly, secondly, lastly, I believe, I feel, I think, I should, example.</i></p>		<p>Resources:</p> <p>Wing Jan, L. (2009). <i>Write ways</i>. South Melbourne: OUP.pp. 167-182; EPISODE 16 English teaching resources downloaded on 1st October, 2015 from www.myplace.edu.au/. My Place website www.myplace.edu.au Video clip Episode 16; ABC3 MyPlace http://www.abc.net.au/abc3/myplace/; Online persuasive text template http://www.readwritethink.org/files/resources/interactives/persuasion_map/; Hertzberg, M. (2011). Focus on Oracy. In <i>Teaching English language learners in mainstream classes</i>. Newtown: PETAA. pp. 48-75; Ritchhart, R., Church, M., & Morrison, K. (2011). <i>Making Thinking Visible : How to Promote Engagement, Understanding, and Independence for All Learners</i>. Retrieved from http://www.ebllib.com</p>				
Analysing	Estimating	Listening	Performing	Reading	Seeing patterns	Testing
Checking	Explaining	Locating information	Persuading	Recognising bias	Selecting information	Viewing
Classifying	Generalising	Making choices	Planning	Reflecting	Self-assessing	Visually representing
Cooperating	Hypothesising	Note taking	Predicting	Reporting	Sharing ideas	Working independently
Considering options	Inferring	Observing	Presenting	Responding	Summarising	Working to a timetable
Designing	Interpreting	Ordering events	Providing feedback	Restating	Synthesising	
Elaborating	Justifying	Organising	Questioning	Revising		

<p>TEACHING & LEARNING CYCLE</p> <p>(Identify step in the T & L cycle and the literacy learning intention or session's focus)</p> <p><i>We are learning to ...</i></p>	<p>WHOLE CLASS</p> <p>Hook or Tuning In (Identify a strategy or a tool to help activate prior knowledge and/or to introduce the topic.)</p>	<p>MINI LESSON</p> <p>(Explicitly model the use of a new strategy or a tool to assist with the <i>literacy learning intention</i> or focus of the session and to prepare students for successful completion of the set task. Reference to Wing Jan include page details)</p>	<p>INDEPENDENT LEARNING</p> <p>(Extended opportunity for students to work in pairs, small groups or individually on a set task. Time for teacher to probe students' thinking or work with a small group for part of the time. Reference to Wing Jan include page details)</p>	<p>SHARE TIME AND TEACHER SUMMARY</p> <p>(Focussed teacher questions and summary to draw out the knowledge, skills and processes used in the session) Link back to literacy learning intention and key points of effective reading/writing, speaking, listening and viewing.</p>	<p>ASSESSMENT STRATEGIES</p> <p>(should relate to <i>literacy learning intention</i> or focus of the session. Includes how & what you will use to make a judgment on students' attempt/work) Success criteria written for students to know what the minimum expectation is.</p>
<p>1. Building topic knowledge</p> <p>Ben 1858: Episode 16- Eggs for tuppence and working together.</p> <p>We are learning to identify key words for taking notes after viewing video clips.</p>	<p>See Think Wonder</p> <p>Display photographs of the era as a prompt for ideas and discussions. (See Appendix 1: Pictures of the Gold Rush).</p> <p>Focus questions:</p> <p>What do you see in these pictures?</p> <p>Does anyone know what event happened?</p> <p>What do you think life was like in 1858?</p> <p>What are your wonderings?</p>	<p>Modelled Writing and Back-to-back viewing</p> <p>Model how to take notes to complete the activity sheet using the video clip Ben 1858: Episode 16: Eggs for tuppence.</p> <p>Explain what a key word is and how a dot point may differ from a full sentence. Demonstrate how to take notes in point form and complete the two aspects of the activity sheet while watching the video clip.</p> <p>(See Appendix 3: Back-to-back viewing sheet).</p>	<p>Think Pair Share</p> <p>In pairs students will share an iPad or laptop to watch episode 16: Working together (My Place 1858: Ben).</p> <p>Students will individually take notes on their viewing sheet while viewing the video. Each student will record their keywords and notes on the sheet, then explain their entries to their partner.</p> <p>Small teaching group: Guided writing Review first video clip again. Ask individuals to share a keyword for a specific scene in the video.</p> <p>Students are to record each</p>	<p>Reflection Circles</p> <p>Revise key features of note-taking by sharing four students work samples.</p> <p>Compare the two video clips. Discuss the key points of the two short video clips.</p> <p>Record the group's responses using a Venn Diagram. (See Appendix 4).</p> <p>Ask students:</p> <ul style="list-style-type: none"> - How did the back-to-back viewing help you identify key words? 	<p>Anecdotal notes will be taken during guided reading with the small group. The anecdotal notes will be based on the learning intention <i>identify key words for taking notes after viewing a video clip</i>. Record the students keywords and notes on a checklist.</p>

Comment [JV6]: 1.2 How students learn
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Providing students with opportunities to interact with others and to have rich group discussions is effective as students are able to hear diverse views and perspectives. Students are also able to share ideas and most importantly, learn from one another, this especially applies to EAL students.

These group discussions also allow EAL students to practice their communication skills in speaking and listening.

Comment [JV5]:
1.2 How students learn:
Visual images are used to prompt students' thinking and enables students to develop more ideas about the topic. This teaching strategy caters for visual learners.

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds:
It is essential that visual cues are used for English as a Second/Additional Language learners as they act as prompts to help develop and understand language.

	<ul style="list-style-type: none"> Students are to complete a KWL chart (Know, want to know, learnt). <p>Students will fill in part of the KWL chart: Students will write down- What they already know about the Gold Rush and what their wonderings are.</p> <ul style="list-style-type: none"> Students will use this throughout the unit. <p>(See Appendix 2: KWL Chart).</p>		other's key words on their viewing sheet.		
<p>2. Building topic knowledge</p> <p>We are learning to explore multimodal texts and identify important information from 1858.</p> <p>We are doing well if we can use our note taking skills that we learnt in the previous lesson.</p>	<p>The students will then work in 'expert/home/groups' (Gibbons, 2002, p.60) and collaboratively view a selection of multimodal texts. When students return to the whole class we will build a 'semantic web' (Gibbons, 2002, p.61) around the focus question: <i>What do you think life might have been like in 1858?</i></p> <p>As a class we will then create a class glossary of terms using topic-specific vocabulary from what we read.</p> <p>See Appendix 5: Useful websites that students can use.</p> <ul style="list-style-type: none"> Give students an opportunity to write anything that they learnt in their K-W-L chart at the end of the lesson. 				
<p>3. Building topic knowledge</p> <p>We are learning to find information and key words on the era 1858.</p>	<p>Teachers and students in grade five will go to an excursion at Sovereign Hill, Ballarat. Students will take their writing journals to write down any notes/key words that they learnt.</p> <p>When we return to class we will have a discussion on what we learnt about the gold rush at Sovereign hill. We will then add words we have learnt to our glossary from the previous lesson.</p> <ul style="list-style-type: none"> Give students an opportunity to write anything that they learnt in their K-W-L chart at the end of the lesson. 				

Comment [JV7]:
 1.2 How students learn:
 Working with peers enables students to collaborate and share their ideas with one another and provides opportunities for them to learn from their peers.
 This notion is underpinned by Vygotsky's social constructivist theory.

<p>4. Building topic knowledge</p> <p>We are learning recall information we learnt about the Gold Rush.</p>	<p>Read a book on the Gold Rush. Students will take notes of any new information they have learnt about the Gold Rush. Students will write these notes on their KWL chart (See Appendix 6: Book reference and questions).</p> <p>Teacher will create a complete crossword on information relating to the Gold Rush. The teacher will then separate all the down answers and clues from the crossword and give that to person A. Teacher will then repeat the steps for the words written across in the cross word and will give that to person B. Students have to give each other prompting questions for them to get the answer (Hertzberg, 2011, pp. 57). (See Appendix 7: Crossword).</p>				
<p>5. Building Text Knowledge/Model the genre</p> <p>We are learning to identify what the purpose of a discussion piece is and what the structure features are.</p>	<p>See, Think, Wonder</p> <p>Write the word <i>persuade</i> on the whiteboard.</p> <p>Ask students to have a discussion with the person next to them on what this word means.</p> <p>Ask students:</p> <ul style="list-style-type: none"> - Does anybody know the word for trying to convince someone to change his/her mind about something? • Explain to students that sometimes people intend to influence or convince others. This is called persuasive writing. • Persuasive writing is used to get a reader to accept a point of view. 	<p>Think Aloud</p> <p>Model how to annotate aspects of the structure of a discussion piece. Clearly label and articulate the names of the various aspects (Wing Jan, 2009, p. 169).</p> <ul style="list-style-type: none"> • Teacher will annotate the discussion piece <i>Do you think the Chinese were treated equally to the Australian diggers?</i> <p>(See Appendix 8: Discussion piece).</p>	<p>Shared Writing</p> <p>In pairs, students will annotate the other discussion piece together.</p> <ul style="list-style-type: none"> • <i>Was it a good idea for parents to let their children work in the goldfields during the gold rush?</i> <p>Encourage students to use the correct labels and terms to name the parts.</p> <p>Eg: (Opening statement that identifies the issue or topic to be examined, arguments for, arguments against the issue that are supported with evidence or examples, and a conclusion that contains the persons point of view on the issue and considers all arguments that are presented in the discussion).</p> <p>Small teaching group: Guided Writing</p> <p>What makes you say that?</p> <p>The teacher will deconstruct (cut into pieces) the text the students are annotating. Students will have to match the parts with the correct label to</p>	<p>Reflection Circle.</p> <p>Ask students:</p> <ul style="list-style-type: none"> - What did you learn about a discussion piece by reading the two persuasive texts? - What is the purpose of a discussion piece? - What is the structure of a discussion piece? 	<p>Teacher will observe students in the small group completing their task.</p> <p>Teacher will assess students using a checklist. Students will be assessed on how well they know the structure of a discussion piece.</p> <p>(See Appendix 10: Checklist for structure).</p>

Comment [JV9]:
 1.3 Students with diverse linguistic, cultural, religious and socioeconomic background:
 This teaching strategy allows the students' thinking to be written down with the support of the other peers or a teacher. It also enables the students to focus on developing sentences orally rather than focusing on constructing written text.

Comment [JV8]: 1.2 How students learn:
 By the teacher modelling the steps taken to complete the task, students are able to imitate the teacher's actions and learn the specific skills.
 This also reflects Vygotsky's social constructivist theory as students learn from more capable adults and/or peers.

	<p>Ask students:</p> <ul style="list-style-type: none"> -Have you ever felt persuaded before? -When was it? -What convinced you to do something? <p>Shared reading</p> <p>Display two persuasive texts on the Gold Rush. (See Appendix: 8).</p> <p><i>What do both of these discussion pieces have in common?</i></p> <p>Students will add labels to the graphic organiser Sunshine Wheel to show what they know about the features of a discussion piece. (See Appendix: 9 for Sunshine Wheel).</p> <p>Discuss unfamiliar terms. Add these to the class glossary.</p>		<p>describe the cut out section. (Eg: Opening statement, arguments for, arguments against, conclusion). Students are required to justify their choice.</p> <p>Teacher will ask students <i>What makes you say that?</i> So they can justify their thinking.</p>		
<p>6. Building Text Knowledge/ Model the genre.</p> <p>We are learning to identify the language features used in a discussion (persuasive text).</p>	<p>Recap the structure of a discussion piece. Draw a flow diagram on an A3 piece of paper to describe the structure of a discussion piece in order (Wing Jan, 2009, p. 27).The teacher will display the discussion piece from last lesson on the interactive whiteboard. As a class read the discussion piece and identify the language features that are used. Teacher will annotate the text as the student’s identify the features. Define the meaning of emotive language, connectives, conjunctions, facts and opinion, first person. Get students to work in groups of 3 and explore the language features, providing examples for each feature.</p>				

<p>7. Building Text Knowledge/ Model the genre.</p> <p>We are learning to identify the language features used in a discussion (persuasive text).</p>	<p>Students will annotate the language features that are present in the persuasive text students received in a previous lesson. Once students have finished annotating their text, they will pair up with a partner to compare their annotations.</p> <p>When students return to the floor, students will have to work together to complete a cloze activity. The teacher has covered certain language features from the discussion piece the teacher annotated. Students need to identify what the language feature and word that is covered. Students need to justify their thinking.</p>				
<p>8. Building Text knowledge/ Model the genre.</p> <p>We are learning to identify the features of a persuasive text.</p>	<p>Analyse the difference between a discussion piece and information report.</p> <p>Teacher and students will read an information report and a discussion piece together on the Gold Rush (See Appendix 11).</p> <p>Questions: <i>Which text type is this?</i> <i>How do you know?</i> <i>What is the purpose of a discussion piece?</i> <i>Does anybody know what the purpose of an information report is?</i> <i>What are common features in the two pieces?</i> <i>What are the language features presented in the discussion piece/information report?</i> <i>Is the discussion piece set out appropriately?</i> <i>How do you know?</i></p> <p>With a partner, students will have to fill out a Venn diagram. Students will have to identify the features they noticed in a persuasive piece, the features they noticed in an information report and similarities. (See Appendix 4: Venn diagram).</p>				
<p>9. Guided activities to develop vocabulary or specific language feature</p> <p>We are learning identify the difference between a fact and an opinion and to come up with an opinion based on an</p>	<p>Revise facts and opinions.</p> <p><i>Who can remember what a fact is?</i> <i>What is an opinion?</i> Fact: something that is true. Opinion: a personal belief.</p> <p>Write a fact on an A3 piece of paper. Get</p>	<p>Two corner game</p> <p>Put FACT and OPINION signs in two corners of the room.</p> <p>Teacher reads out some facts and opinions about the Gold Rush aloud. Students move to the correct corner of the room to show if the statement is a fact or an opinion.</p> <p>Students are selected to justify their movement.</p>	<p>Tug of war.</p> <p>The students will be broken up into groups of four. Students will receive the facts from the two corner game. The students will have to read them out one at a time and give their opinion on the issue. They must justify why they agree or disagree with the fact.</p>	<p>Reflection</p> <p>Revise what a fact and opinion is. Ask students: <i>Why is it important to include facts and opinions in a persuasive text?</i></p> <p>Allow students to share some of their facts and opinions with the class.</p>	<p>Anecdotal notes will be taken during this lesson. Notes will be taken on students ability to understand the difference between an fact and an opinion.</p>

issue.	students to write their opinions on it. Students will justify their opinions with the class. <i>People from overseas came to Australia to try and find gold so they could become wealthy.</i>	(See Appendix 12: Facts and opinions).	Focus Group: Guided writing Students will receive facts and opinions from the two corner game. Students have to identify if it is a fact or opinion and justify their answer. Students will then fill out their T-chart to identify if it is a fact or opinion. (See Appendix 13: T-chart).	As a class create a class t-chart on facts and opinions.	
10. Guided activities to develop vocabulary or specific language feature We are learning to use emotive words to evoke an emotional response to a subject.	3, 2, 1 Bridge Activating prior knowledge about what they know about persuading someone. <i>What are the words you would use to persuade someone?</i> Introduce the word Emotive = Emotion <i>Can anybody remember what emotive words are?</i> -Emotive words are specific words chosen to make a person feel a certain way or specific emotion. Probe for suggestions on sentences with emotive words. Create a brainstorm on a piece of paper of emotive words.	Think Aloud The easiest way to be emotive is to add adjectives to describe a noun, or adverbs to describe a verb. Word Cline (Hertzberg, 2011, pp. 74). Give students a set of words. Students have to put the words from most persuasive to least persuasive. Students must justify their choice. Furious Frustrated Angry Annoyed Discouraged Upset Content Pleased Happy Cheerful Excited	Picture Chat Display a photo from 1858. In groups children have to discuss the picture and come up with sentences that describe the picture using emotive language. (See Appendix 14: Photo). Give students an example: The innocent digger was distressed when he did not find any gold. Focus Group: Guided writing Children will complete the same task with teacher. The teacher will prompt students thinking. <i>I wonder what the digger is feeling?</i> <i>How would you feel if you couldn't find gold?</i>	Share Time Revise what emotive language is. Students will discuss the emotive words they used to help evoke an emotional response.	Anecdotal notes will be taken during guided writing with the small group. The anecdotal notes will be based on students ability to think of emotive words and to be able to put the words in sentence. Record the students emotive words and sentences on a checklist.

Comment [JV10]:
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds.

It is essential that visual cues are used for English as a Second/Additional Language learners as they act as prompts to help develop and understand language.

<p>11. Joint construction of text</p> <p>We are learning to construct a discussion piece.</p>	<p>Think, Pair, Share</p> <p>Students are to think about what they have learnt about persuasive texts.</p> <ul style="list-style-type: none"> - What is a persuasive text is? - What is its purpose? - The structure and language features used. <p>Students are then to pair up with a partner and share their thinking. Students will share their thinking with the class.</p>	<p>Shared Writing</p> <p>The teacher and students will construct a persuasive text together using the online template.</p> <p><i>Was it fair for people from overseas to come to Australia to dig for gold?</i></p> <p>http://www.readwritethink.org/files/resources/interactives/persuasion_map/</p> <p>Teacher and students will follow the template.</p> <ul style="list-style-type: none"> - Opening statement - Arguments (for and against) - Conclusion <p>The text must also include the relevant language features</p> <ul style="list-style-type: none"> - Emotive language - Connective - Conjunctions - First person 	<p>Shared writing</p> <p>Students will work in pairs. Students will be given the question:</p> <p><i>Did children have a good childhood during the gold rush?</i></p> <p>Students will work together to fill out the template online.</p> <ul style="list-style-type: none"> • If students don't want to use their laptops they can print out the template. <p>Teacher Focus Group: Guided Writing.</p> <p>Students will be given the same question to work on. Students will fill out the template together with the teacher assisting.</p>	<p>Reflection Circles.</p> <p>Bring the students back together.</p> <p>Students will get into groups of 5. Students will have an opportunity to share their writing plans with the students.</p> <p>Students will give students feedback.</p> <p>Teacher will ask students to think about the following questions.</p> <ul style="list-style-type: none"> - Are your arguments clear? - Did you use emotive language to evoke an emotional response? - Did your conclusion sum up all your main ideas? 	<p>Self-assessment:</p> <p>Students are to assess their work together using a checklist. Teacher will look at student's plans and write comments on their self- assessment sheet. (See Appendix 15).</p>
<p>12. Joint construction of text</p> <p>We are learning to edit our draft and write our discussion piece in full sentences. We are also learning to give each other constructive feedback, so we can improve our writing.</p>	<p>Students will edit their draft and write their persuasive text in full sentences. Once students have finished writing their discussion piece, they will pair up with other students to give each other constructive feedback. The teacher will rove around the classroom assisting students.</p>				

Comment [JV11]: 1.2 Understand how students learn

Students learn when they communicate and work with other peers. Students are able to listen to diverse views and perspectives, share ideas and learn from one another. This strategy allows students to do this.

Comment [JV12]: 1.3 Students with diverse linguistic, cultural, religious and socioeconomic background:

This teaching strategy allows the students' thinking to be written down with the support of the other peers or a teacher. It also enables the students to focus on developing sentences orally rather than focusing on constructing written text.

<p>13. Independent construction of text</p> <p>We are learning to plan our discussion piece using a template.</p>	<p>Revise what the structural and language features are in a discussion piece. Bring out the annotated discussion piece to prompt students thinking. Give students the question they will write a discussion on: “Would you have joined the Gold Rush in 1858? Why, Why not?” Students are to plan their persuasive text using the online template. If students do not want to write their plan on their laptops, they can print out the template. Once students have finished writing their draft, they have to conduct a small group session in which students share their drafts and gain or provide feedback.</p>
<p>14. Independent construction of text</p> <p>We are learning to edit our discussion piece and write our discussion piece in full sentences independently.</p>	<p>Students are to edit their persuasive draft. Ensure the students understand that revising the work might involve: rereading the text, rewording or reorganising information or adding to or deleting text.</p> <p>Once students have completed their draft they will conduct a peer or teacher conference to help them focus on the process. Students will then transpose the template into a full writing piece.</p> <p>Focus Group: Teacher will pull out students that need support with their writing. The teacher will prompt the students and make sure they are not missing anything.</p> <p>Eg: Do we all have a thesis statement? Do we have arguments that are supported with evidence? Do we have a conclusion that sums up all our main points?</p> <ul style="list-style-type: none"> • Student will assess their plan/draft by using a checklist. Students will read the students drafts and also write comments on the checklist.
<p>15. Independent construction of text</p> <p>We are learning to publish our discussion piece.</p>	<p>Students will have a choice to how they would like to publish their discussion piece. Students can choose to publish their piece on a piece of paper or they can type it up on a computer/laptop. Teacher will assess students work by using a rubric (See Appendix 17: Rubric).</p>
<p>16. Reflecting on language choices</p> <p>We are learning to reflect on our writing experiences by identifying what worked well and what we can improve on next time.</p>	<p>Class will be split into groups of five. Students will present their discussion piece to the group. Students are to give warm and cool feedback on their discussion piece. Students will think about how they used emotive words, if their opening statement was clear, if their arguments were clear. If they supported their arguments with facts... etc.</p> <p>Students are too self-assess themselves by completing the self-assessment sheet (See Appendix 18: Self-Assessment Sheet).</p>

APPENDICES

Appendix 1: Pictures of the Gold Rush





K – W- W Chart

Topic:

<i>What I know</i>	<i>What I want to know</i>	<i>What I learnt</i>

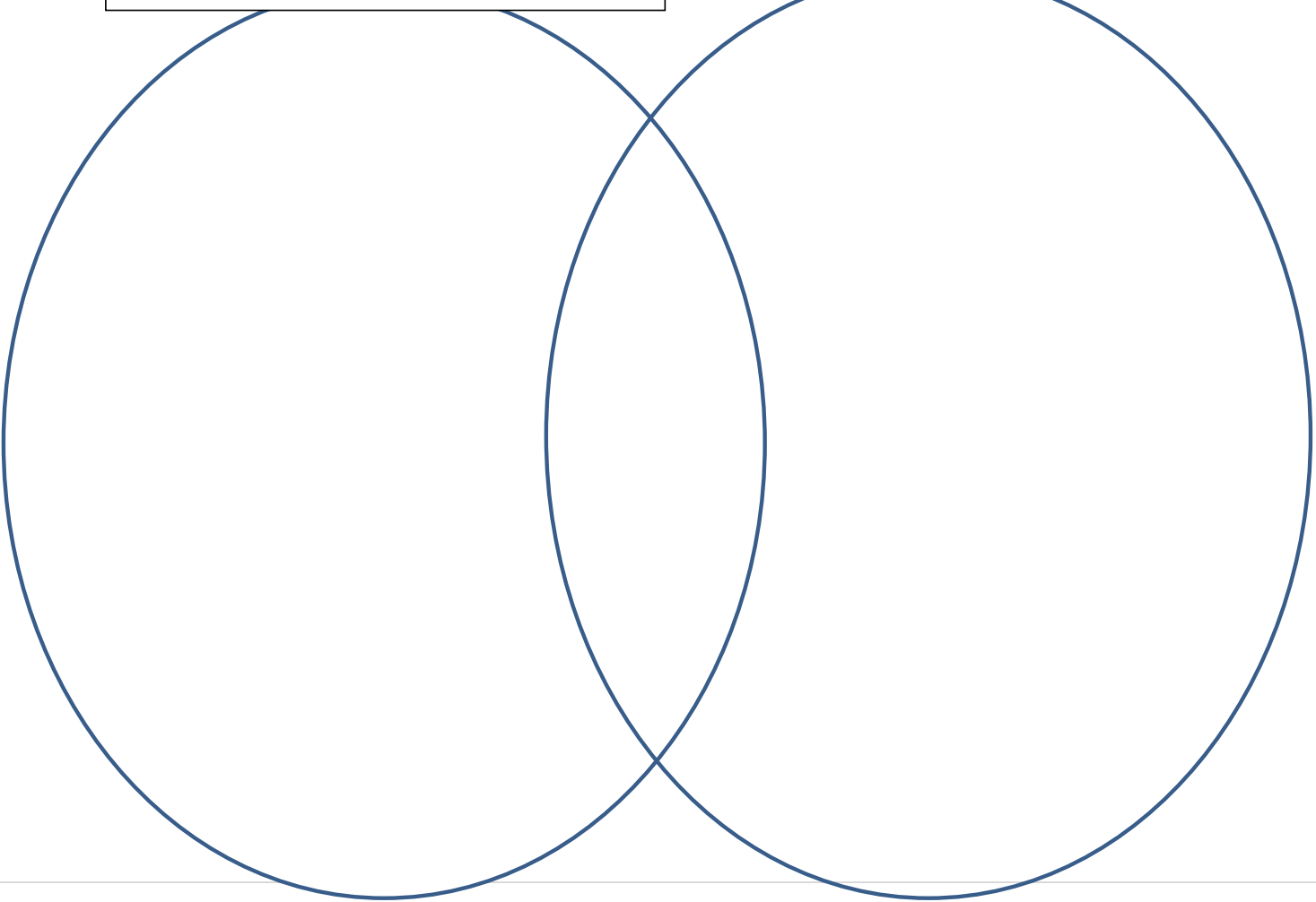
Appendix 3: Back-to-back viewing sheet (Hertzberg, 2011, pp. 63).

What I hear ?	What I see?

Appendix 4: Venn diagram (Wing Jan, 2009, pp. 26).

Episode 16: Eggs for tuppence

Episode 16: Working together



Appendix 5: Useful websites that students can use.

<http://www.australia.gov.au/about-australia/australian-story/austn-gold-rush>

http://www.dpi.nsw.gov.au/_data/assets/pdf_file/0008/109898/life-on-the-goldfields-getting-there.pdf

http://www.resourcesandenergy.nsw.gov.au/_data/assets/pdf_file/0019/109324/children-on-the-goldfields.pdf

<http://www.sbs.com.au/gold/story.php?storyid=46>

Appendix 6: Book reference and questions during, before and after reading.

Bradby, D. (2012). *Life on the Goldfields*. Port Melbourne: Black Dog Books .

Before reading:

- We are going to read the book '*Life on the Goldfields*'.
- Is this a fiction or a non-fiction book? (Non-fiction)
(Do a picture walk through the book so the students are able to identify elements that make a book fiction/non-fiction).
- How do you know this is a non-fiction book? (Has a contents page, diagrams, a glossary).
- What do you think this text is going to be about?
- What information might I expect to read about?
- What do you know about life on the goldfields?

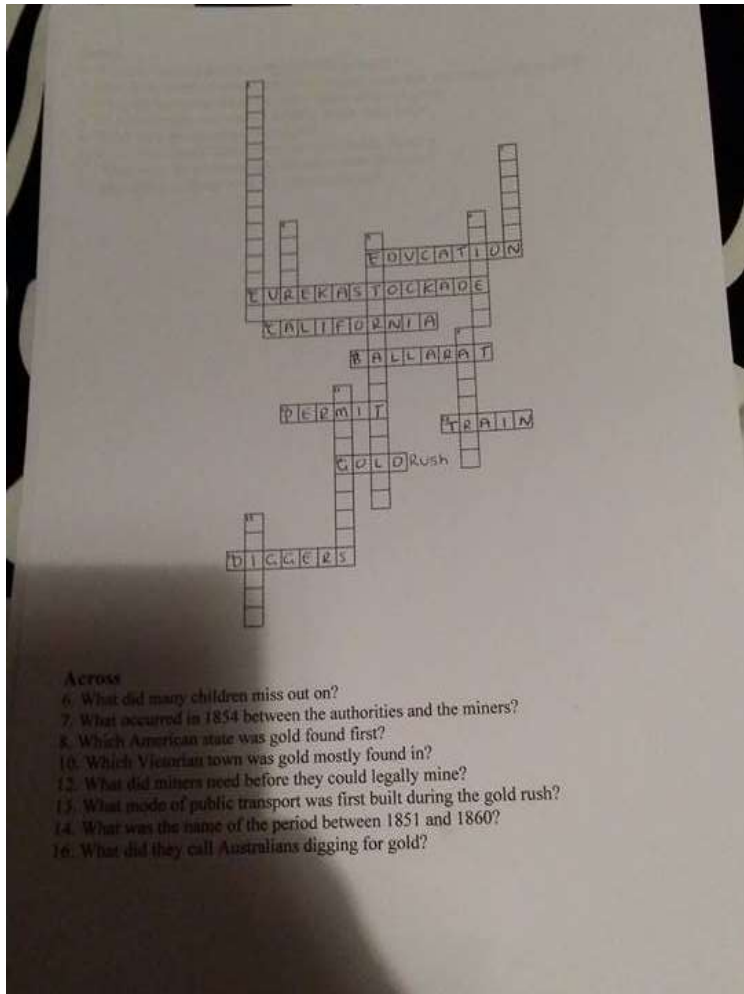
During reading:

- Read a few pages at a time. Questions students to see if they are able to identify the main ideas presented.
- What is the main idea presented on this page?
- Clarify any new words. "Does anybody know what this word means?"
"Can somebody look this word up in the dictionary?"

After reading:

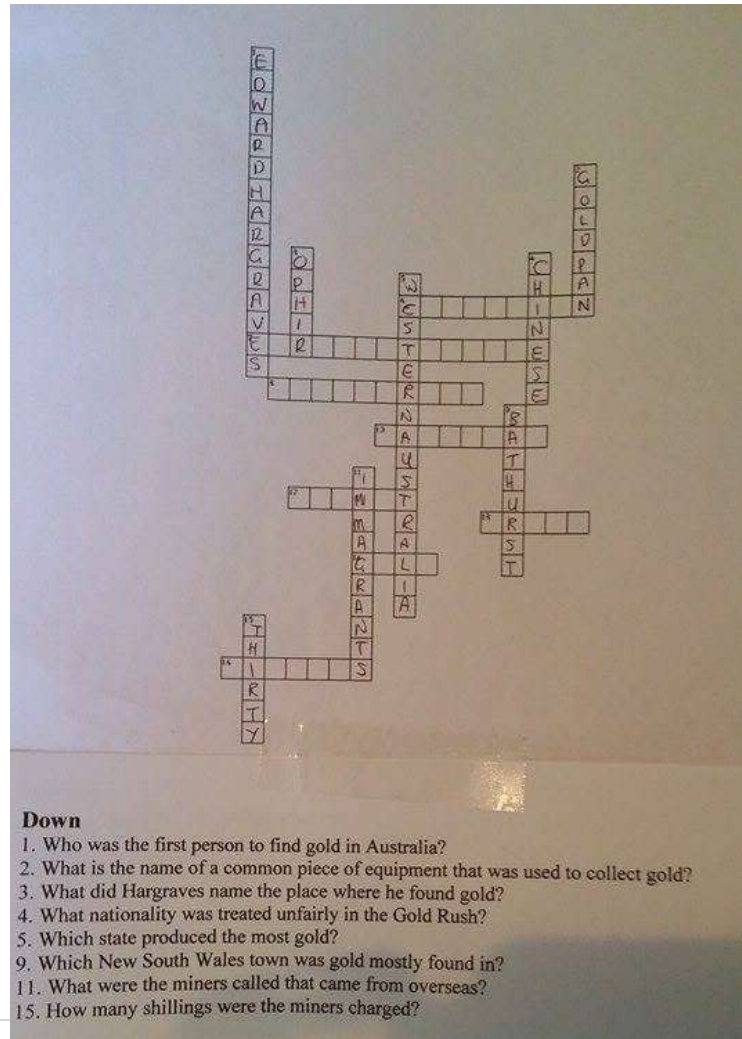
- What did the author want us to know?
- What were some of the main ideas presented in the book?
- What was some information that you learnt?

Appendix 7: Crossword (Hertzberg, 2011, pp. 57).



Across

6. What did many children miss out on?
7. What occurred in 1854 between the authorities and the miners?
8. Which American state was gold found first?
10. Which Victorian town was gold mostly found in?
12. What did miners need before they could legally mine?
13. What mode of public transport was first built during the gold rush?
14. What was the name of the period between 1851 and 1860?
15. What did they call Australians digging for gold?



Down

1. Who was the first person to find gold in Australia?
2. What is the name of a common piece of equipment that was used to collect gold?
3. What did Hargraves name the place where he found gold?
4. What nationality was treated unfairly in the Gold Rush?
5. Which state produced the most gold?
9. Which New South Wales town was gold mostly found in?
11. What were the miners called that came from overseas?
15. How many shillings were the miners charged?

Appendix 8: Two discussion pieces on the Gold Rush.

Was it a good idea for parents to let their children work in the goldfields during the Gold Rush?

The Gold Rush was an event that occurred between 1851 and the early 1860's. People from many country's came to Australia to dig for gold. Many people believe that children should not have worked in the gold fields. Do you think children should have worked in the Gold fields? Firstly, children should have not gone to the gold fields because they were too young to work. Children at such a young age should be enjoying their childhood and should be attending school, rather than working long hours. As many families were poor during the 1850's it was an expectation for children to dig for gold to help their family leave poverty.

Secondly, students missed going to school because they were not built in country areas. As parents often moved around, looking for new and richer goldfields, children would have to change schools pretty often. It usually took a while before a school was established in a new area, so often there was no schooling at all. This might sound like fun, but it made it very hard to learn to read and write, and to do arithmetic. Furthermore, when they weren't in school, children were expected to help their parents with household chores such as minding the younger children, shopping, fetching water up from the creek, gathering firewood, washing clothes, cooking, or taking care of horses. Often they would also be expected to help look for gold at the diggings.

On the other hand, many families were very poor and living in harsh environments. Children were sent to work in the gold fields to help their parents dig for gold. This gave many families a great chance of becoming wealthy and escaping poverty.

After considering both sides of the argument, in my opinion I strongly believe that children should not have been helping their parents in the gold fields. A child would not have received an education or experienced a childhood as they were too busy looking for gold. Despite many families, being in poverty a child's future is far more important than families' lifestyle.

Do you think the Chinese were treated equally to the Australian diggers?

With so many different nationalities looking for gold, it often caused the Australian diggers to treat the Chinese unfairly. The gold rush during the 19th century attracted many people from across the world. The Chinese was one of the biggest nationalities that came to Australia during this point in time.

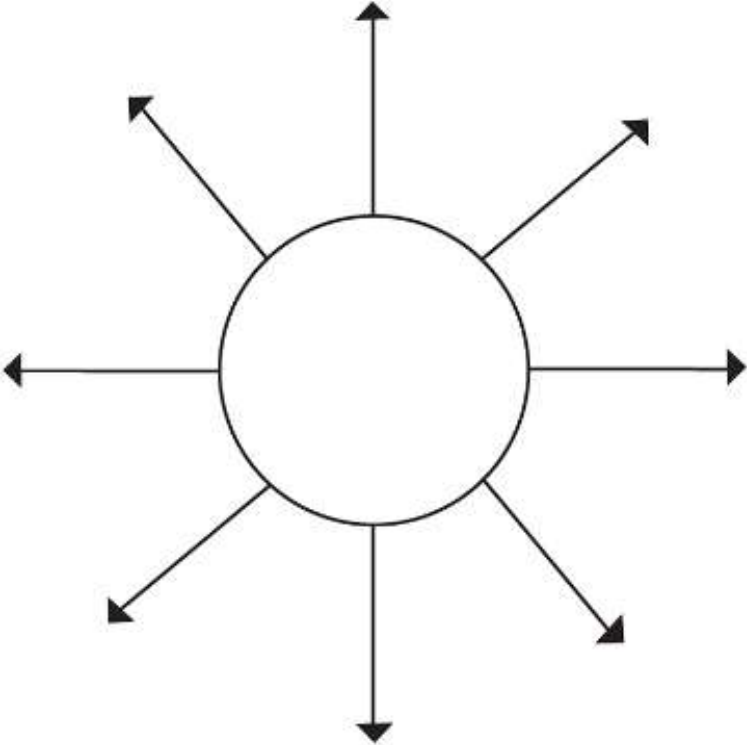
Firstly, the Chinese were not treated equally to the Australia diggers, as they were subject to racism. As gold became harder to find, the Australian diggers tried to get rid of the Chinese from the goldfields. This campaign was motivated by racism as the Chinese found gold easier as they worked unimaginably long hours.

Secondly, Chinese people in the goldfields were treated unfairly by Australian diggers, because of fear of competition. The Australian diggers believed that the Chinese miners had come to Australia to dig up the gold and take it back to China. Even though many European diggers had the same intention, the Chinese were criticised for not investing their gold back into Australia.

On the other hand, Chinese people were treated equally to the Australian diggers, as everyone who dug for gold had to pay a monthly fee to the authorities. The Chinese people did not have to pay a different amount than the other diggers.

After viewing both sides of the argument, I am of the belief that Chinese minors were treated unfairly by other miners due to their race and competition. However, I also feel that the Australian authorities at the time viewed Chinese miners as equal to the Australians and Europeans who were digging for gold during that period.

Appendix 9: Sunshine Wheel.



Appendix 10: Checklist for structure.

Discussion piece	Yes	No	Comment
Identifies the opening statement (statement that identifies the issue or topic to be examines).			
Identifies arguments for.			
Identifies arguments against.			
Find the conclusion.			

Appendix 11: Compare information report and discussion piece.

1. Students will look at discussion piece from previous lesson. Do you think the Chinese were treated equally to the Australian diggers? (See Appendix 8).

Information Report

How Chinese were treated during the Australian Gold Rush

Many Chinese migrated to Australia, to discover gold and to come and experience what it was like on the goldfields. The largest group of people that came to Australia that did not come from Europe were the Chinese. They were not welcomed at all due to their cultural differences. The average Chinese miner could withstand worse conditions and remain patient longer than the other diggers. They could work all day in deep water. They were often extremely secretive about their success.

Unlike most European diggers, who came to make a new life for themselves and their families, the Chinese miners did not stay in Australia. Many had been sent by wealthy merchants who paid for their passage to Australia. In return, the miners would return to China and give the gold to the merchants. The Chinese were the first people to arrive in the goldfields and they claimed the best digging spots, however the Victorian government wanted to force them out. The government made a law that the Chinese had to buy a residence ticket. The Chinese did not buy one as they couldn't speak good English. The Europeans then were able to take over the spots where the Chinese would look for gold.

The Australians were very suspicious, confused and worried about the Chinese. They were confused about how the Chinese had different traditions, religions, lifestyles and beliefs. These ideas were still around at the end of the 1800's. At that time, in New South Wales, Chinese were humiliated and those who were affected by the riots tried to complain to the government for the damage the other miners had done, however they were unsuccessful.

Between 1852 and 1889 nearly all the Chinese diggers went back to China when they had paid their debts and got some money from the goldfields.

Appendix 12: Facts and Opinions for the *Two corner game*.

Facts:

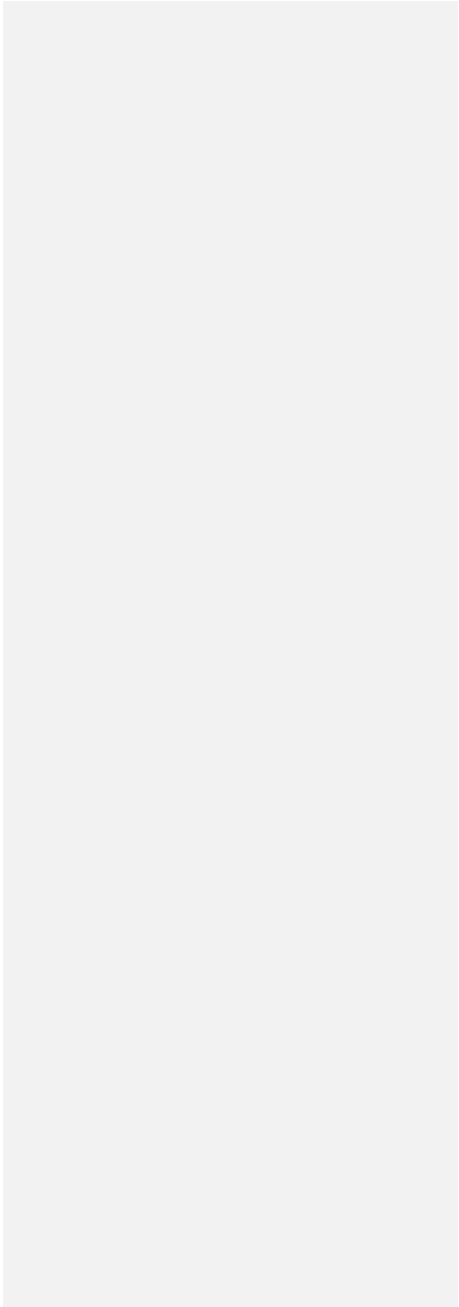
- Diggers were charged 30 shillings a month to dig for gold.
- Before digging for gold diggers needed to get a permit.
- Some Chinese miners digging for gold had the intention of taking the gold back to China.
- Many people from overseas came to Australia to dig for gold.
- Many children did not attend school because they had to help their parents dig for gold.

Opinions:

- It was unfair that children had to miss out on an education to help their parents dig for gold.
- The Chinese people should have not been treated unfairly in the gold fields.
- People that dug for gold were greedy.
- Children should have not helped their parents dig for gold.
- I personally believe it was unfair that diggers were charged a fee to dig for gold.

Appendix 13: T-Chart (Facts and opinions) (Wing Jan, 2009, pp. 26).

<u>Facts:</u>	<u>Opinions:</u>



Appendix 14: Gold Rush Picture.



Appendix 15: Self-assessment on plan. (Wing Jan, 2009, pp. 179).

Discussion piece plan	Yes	No	Comments	Teachers comments
Has a clear opening statement that identifies the issue.				
Has clear arguments for and against the issue.				
Has facts and opinions to support the arguments.				
Uses emotive language to evoke an emotional response.				
Uses connectives to indicate the sequence of arguments and points.				
Used conjunctions to connect cause and effect.				
Uses appropriate specialised vocabulary.				
The conclusion considered both arguments and states their point of view on the issue.				

Appendix 16: Student self-assessment (Wing Jan, 2009, pp. 179).

Students names:	Yes	No	Teacher comment
Has a clear opening statement that identifies the issue.			
Includes appropriate background information.			
Has clear arguments for and against the issue that is supported with evidence.			
Has a conclusion that considers both the arguments for and against and also states your point of view on the issue.			
Uses emotive words.			
Uses connectives to indicate sequence or arguments.			
Uses conjunctions to link reasons and actions or opinions.			
Uses appropriate topic-specific vocabulary (diggers, miners).			
Organises information into paragraphs.			

Appendix 17: Rubric- final piece. (Wing Jan, 2009, pp. 88).

	Meaning	Structure	Use of language	Spelling	Punctuation	Teacher comments
Excellent	Exceptionally clear and easy to understand.	All the parts of a discussion (persuasive text) were included – <ul style="list-style-type: none"> - Opening statement that identifies the issue. - Arguments for and against including supporting facts (At least one of each). - Conclusion including considerations of arguments and the writers point of view on the issue. 	Frequently used interesting words to create images. Uses a variety appropriate language features: emotive words, connective, conjunctions, facts and opinions, first person.	Accurate spelling of high frequency and less common words.	Accurate use of full stops, capital letters and quotation marks, if any.	
Good	Generally clear. A few parts are hard to understand.	Most of the parts of a discussion were included.	Occasionally used interesting words to create images. Uses a few appropriate language features- emotive words, connectives, conjunctions, facts, opinions and first person.	Generally accurate spelling- only a few unfamiliar words misspelt.	Generally accurate use of full stops, capital letters and quotation marks.	
Poor	Difficult to	Few, if any, parts of a	Rarely used interesting words to	Numerous spelling errors. Many	Numerous errors in the use of full stops,	

	understand.	discussion was included.	create images. Does not use any or uses minimal appropriate language features (emotive words, connectives, conjunctions, facts, opinions, first person).	frequency words spelt incorrectly.	capital letters and quotation marks.	
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Appendix 18: Self-assessment sheet (Wing Jan, 2009, pp. 87).

WRITING SELF ASSESSMENT – DISCUSSION PIECE

Name:

Thinks I have learnt about writing a discussion piece:

What I am good at:

What I would like to improve: