

**Year Level: 9**

**Time Allocation/Unit Duration:**

5 weeks duration

**Rationale:**

William Shakespeare has been and will continue to be one of the greatest writers of all time. His life, work and context continue to be scrutinised, researched and used as subject matter for generations of students who learn, from their engagement with the Bard, incredible language skills as well as how to write imaginatively in prose and poetry. This inquiry unit aims to give students opportunities to delve into the life and times of Shakespeare, by creating their own dynamic inquiry questions which they will investigate and communicate their findings in a relevant and socially driven way. Students will learn to contextualise Shakespeare's work and his importance today, evaluating perspectives and sources to share their understanding.

By inquiring into Shakespeare's work, his influence and context for today, students are empowered to analyse how these perspectives fit within or challenge Christian perspectives. Inquiring about topics relating to Shakespeare provides students with the opportunity to reflect on core Christian values such as the impact of our historical context, various world views and our current social climate.

**Unit Outline**

**Students develop an understanding of (Pearson Australia, 2012):**

- How English grammar changes over time
- How authors innovate text structures and language for specific purposes and effects
- Differing contexts and how context changes understanding
- Comparing texts by the same author to determine literary style
- Interpreting traditional literature
- Comparing perspectives in texts from different contexts
- Participating in speaking and listening situations

**Inquiry questions for this unit:**

- Students to develop their own questions about Shakespeare using the Question Formulation Technique (QFT) (Rothstein & Santana, 2011).

**Main Resources (see References):**

Pearson English 9 T.C.: *Introduction to Shakespeare (Ch. 3)*

Online resources

Australian Curriculum

**Cross Curricular Priorities - *Sustainability*** (Australian Curriculum, n.d.-b)

- Developing and sharing world views that promote social justice

**Achievement Statement (QCAA, 2012):**

**Receptive modes (listening, reading and viewing)**

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

**Productive modes (speaking, writing and creating)**

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Content Descriptors (QCAA, 2012)	General Capabilities (QCAA, 2012)	Links to Other Learning Areas
<p><b>LANGUAGE:</b></p> <p><b>LA1550:</b> Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing</p> <p><b>LA 1552:</b> Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor</p> <p><b>LA 1553:</b> Understand that authors innovate with text structures and language for specific purposes and effects</p> <p><b>LA 1556:</b> Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes</p> <p><b>LA 1557:</b> Explain how authors experiment with the structures of sentences and clauses to create particular effects</p> <p><b>LA 1561:</b> Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness</p> <p><b>LITERATURE:</b></p> <p><b>LT 1633:</b> Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts</p> <p><b>LT 1771:</b> Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text</p> <p><b>LT 1634:</b> Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context</p> <p><b>LT 1635:</b> Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts</p> <p><b>LT 1636:</b> Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style</p> <p><b>LITERACY:</b></p> <p><b>LY 1739:</b> Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts</p> <p><b>LY 1742:</b> Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts</p> <p><b>LY 1743:</b> Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension</p> <p><b>LY 1744:</b> Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts</p> <p><b>LY 1745:</b> Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts</p>	<p><b>ICT Competence</b></p> <ul style="list-style-type: none"> <li>Using word processing and presentation programs to organise research, create speech and make presentation</li> <li>Using research skills to answer inquiry question</li> </ul> <p><b>Critical &amp; Creative Thinking</b></p> <ul style="list-style-type: none"> <li>Research, interpret, analyse and synthesise ideas and information.</li> <li>Identifying Shakespeare's purposes and points of view in a range of works</li> <li>Utilising a range of research skills and inquiry processes to answer inquiry question and create argument</li> </ul> <p><b>Ethical Behaviour</b></p> <ul style="list-style-type: none"> <li>Showing consideration towards competing ideas and sets of values</li> <li>Demonstrating understanding of ethical concepts in Shakespeare's choice of subject matter</li> </ul> <p><b>Intercultural Understanding</b></p> <ul style="list-style-type: none"> <li>Recognise that their own and others' behaviours, attitudes and values are influenced by their languages and cultures</li> <li>Compare the experiences of others with their own, looking for commonalities and differences between their lives and seeking to understand these.</li> </ul>	<p><b>1. History</b></p> <p>Students develop their knowledge of different historical contexts through the study of Shakespeare's context and the context of his works from different time periods.</p> <p><b>2. IT</b></p> <p>Students use Microsoft Word, PowerPoint, Google, Movie Maker, etc.</p>

## YEAR LEVEL DESCRIPTION AND WEEKLY OVERVIEW

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews (QCAA, 2012).

Wk.	Teaching Strategies and Learning Experiences	Sources	Differentiation
1	<ul style="list-style-type: none"> <li>• <b>Introduce unit (approx. 2 lessons):</b> overview of Shakespeare, his works, types of plays, etc.</li> <li>• <b>Structured Inquiry:</b> students read famous Shakespearean monologues in small groups, discussing teacher-posed questions as a literature circle/discussion group:               <ul style="list-style-type: none"> <li>○ Who is the character and what do you think their importance is in the play?</li> <li>○ What do you think is the surrounding event or context of the monologue?</li> <li>○ What does the monologue tell us about the character? About the play?</li> </ul> </li> <li>• <b>Source Analysis:</b> students find four unique sources about Shakespeare online (blog, Wikipedia, academic article, history site, news article, encyclopedia, student resource, etc.) Evaluate sources using CARS. Discuss reliability and bias.</li> <li>• <b>Guided Inquiry:</b> students choose one Shakespearean play and answer a teacher-prescribed inquiry question about it. Employ CARS evaluation system to check sources during research.</li> </ul>	<p>Pearson Australia, 2012</p> <p>Bell, Smetana &amp; Binns, 2005 Boas, 2012 Teaching Channel, 2014</p> <p>Harris, 2015</p> <p>Bell, Smetana &amp; Binns, 2005</p>	<p><b>SEN:</b> teacher to provide scaffolded notes as needed; student given questions and monologue ahead of time to prepare ideas or discuss with teacher; student given four pre-selected sources to analyse and CARS evaluation system scaffolded; student given pre-selected sources about the play to use and scaffolded CARS evaluation system.</p> <p><b>G&amp;T:</b> student to lead small group in monologue discussion and introduce new questions of their own; student to peer evaluate another G&amp;T student's CARS in addition to doing their own.</p>
2	<ul style="list-style-type: none"> <li>• <b>Present QFocus:</b> "Shakespeare was not of an age, but for all time" – Ben Jonson. Students pose their own questions in small groups about Shakespeare, his historical context, works and relevance today based upon the QFocus. Students must...               <ul style="list-style-type: none"> <li>○ Ask as many questions as they can</li> <li>○ Not stop to discuss or answer</li> <li>○ Write down each question as it was asked</li> <li>○ Not create questions out of statements made</li> </ul> </li> <li>• <b>Monitor Inquiry:</b> teacher to guide creation of inquiry questions by encouraging questions that deal with topics relating to...               <ul style="list-style-type: none"> <li>○ Shakespeare's influence on a variety of people</li> <li>○ Perspectives of Shakespeare over time</li> <li>○ Social actions relating to the QFocus</li> <li>○ Language and social change over time; literary style over time</li> <li>○ Shakespeare's historical context vs his context over time</li> </ul> </li> <li>• <b>Open-ended vs. Closed-ended Questions:</b> discuss difference, students change teacher-posed questions from one to another.</li> </ul>	<p>Rothstein &amp; Santana, 2011</p> <p>Rothstein &amp; Santana, 2011</p>	<p><b>SEN:</b> teacher scaffolding when writing inquiry questions and analysing for open vs. closed questions (sentence starters or example questions provided); student paired with a willing G&amp;T for assignment, given modified/scaffolded assessment.</p> <p><b>G&amp;T:</b> teacher to encourage higher-order inquiry questions, especially dealing with social context and action; students to assist others with analysing open vs. closed questions.</p>

	<ul style="list-style-type: none"> <li>• <b>Improve inquiry questions:</b> students analyse their own questions; change questions back and forth from closed-ended to open-ended</li> <li>• <b>Choose inquiry questions:</b> in pairs, students pick three open-ended questions to research further, focused in one area or topic relating to Shakespeare</li> <li>• <b>Introduce assessment:</b> students apply three inquiry questions to their assessment and begin brainstorming ideas. Explain Points of Inquiry graphic using assessment sheet (Figure 1 below).</li> </ul>	<p><i>Rothstein &amp; Santana, 2011</i></p> <p>Rothstein &amp; Santana, 2011</p> <p><i>Introducing Shakespeare Assessment</i> British Columbia Teacher-Librarian's Association, 2011</p>	
3	<ul style="list-style-type: none"> <li>• <b>Assessment research (approx. 5 lessons):</b> teacher to guide use of research journal (see assessment) and CARS source evaluation as needed. Teacher to encourage open or guided inquiry where possible.</li> </ul>	<p>Harris, 2015 Bell, Smetana &amp; Binns, 2005</p>	<p><b>SEN:</b> teacher modification/scaffolding as necessary; G&amp;T to peer mentor if working as pairs.</p> <p><b>G&amp;T:</b> peer mentor other students as time or partnerships allow; open inquiry encouraged; higher-order questioning and analysis encouraged.</p>
4	<ul style="list-style-type: none"> <li>• <b>Product creation (approx. 5 lessons):</b> students should be beginning their assessment product creation. Teacher should guide and facilitate as needed, but to encourage open inquiry-based learning where possible. Product creation should allow students to enter the transformative and/or expressive GeSTE windows and the higher order thinking of Revised Bloom's Taxonomy. Students will need to organise and share their product with an outside audience in their own time.</li> </ul>	<p>Bell, Smetana &amp; Binns, 2005 Lupton, 2016 Revised Bloom's Taxonomy, n.d.</p>	<p><b>SEN:</b> teacher modification/scaffolding as necessary; G&amp;T to peer mentor if working as pairs; assistance with contacting and presenting to outside audience.</p> <p><b>G&amp;T:</b> peer mentor other students as time or partnerships allow; open inquiry encouraged; higher-order social action and presentation encouraged; student encouraged to enter transformative and expressive GeSTE windows without assistance.</p>
5	<ul style="list-style-type: none"> <li>• <b>Peer feedback (approx. 2 lessons):</b> students to give and apply peer feedback. Teacher to guide students as needed.</li> <li>• <b>Reflection (approx. 2 lessons):</b> students to write reflections and evaluate work. Teachers to guide as needed.</li> <li>• <b>Share products:</b> in class, students to share final products and experiences with their outside audiences.</li> </ul>	<p>British Columbia Teacher-Librarian's Association, 2011 Australian Curriculum, n.d.-a</p> <p>British Columbia Teacher-Librarian's Association, 2011 Australian Curriculum, n.d.-a</p>	<p><b>SEN:</b> teacher scaffolding (sentence starters or questionnaire) to give feedback; reflection questions simplified and broken down.</p> <p><b>G&amp;T:</b> reflection and feedback to show higher-order evaluative and analysis skills.</p>

<b>Assessment for Learning</b>	<ul style="list-style-type: none"> <li>• Structured and guided inquiry tasks</li> <li>• Source analysis using CARS evaluation system</li> <li>• Inquiry circle/discussion circle</li> <li>• QFocus</li> <li>• Points of Inquiry model (Figure 1)</li> <li>• Teacher monitoring and scaffolding as needed</li> <li>• Peer feedback</li> <li>• Reflection</li> </ul>	<b>Summative Assessment</b>	<p>Students will conduct inquiry research on a topic based on Shakespeare which examines various perspectives and contexts following the Points of Inquiry (Figure 1).</p> <p><b>Connect and Wonder:</b> students participate in class activities (structured and guided inquiry) and ask inquiry questions.</p> <p><b>Investigate:</b> students conduct inquiry research using the research journal and sources; students evaluate sources using the CARS system. Students' inquiry questions may change as they research.</p> <p><b>Construct:</b> students create an answer to your inquiry question and sub-questions based upon your research.</p> <p><b>Express:</b> create a product to demonstrate your findings to engage others outside of class.</p> <p><b>Reflect:</b> give feedback to others and reflect on your experience in inquiry learning.</p>
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## References

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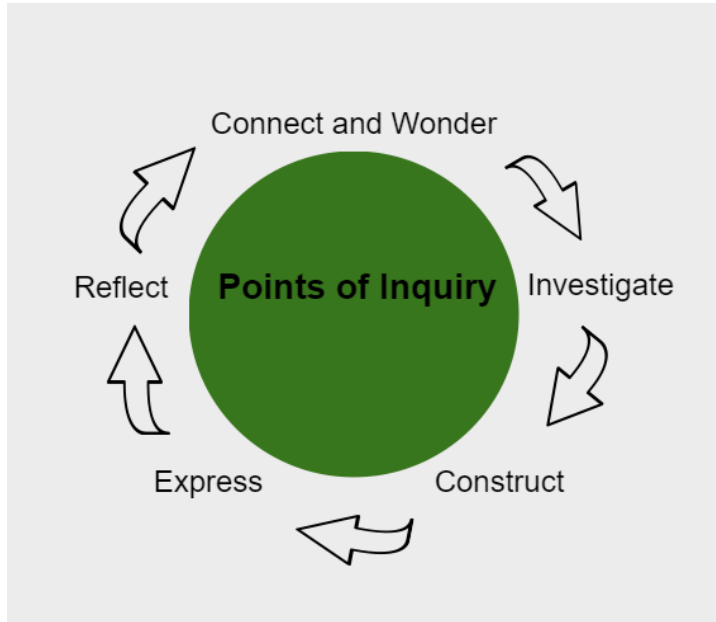


Figure 1 (Adapted from British Columbia Teacher-Librarian's Association, 2011)