

Unit title: Module B: Critical Study of a Text

Duration: 6 weeks

Description of unit: *A focus on the way in which language, construction and content shape an overarching message and highlight the bias of perspective.*

Focus questions:

- What does it mean to critically assess a text?
- How do context and values shape perspectives?
- How does language and form shape the responder's perspective?
- How does the construction of a text elicit specific responses?
- What makes a text have perennial value?
- What is your personal perspective of particular themes and values?

Outcomes: **E12-1, E12-3, E12-4, E12-5, E12-6, E12-7, E12-8, E12-9**

Assessment: Podcast/Radio Transcript

Text: ***Good Night and Good Luck***

Rationale

A critical study of this film will situate students in a position to develop an informed, personal response on the ways in which perspectives are shaped in a text and how those perspectives are contextually driven. Students will explore and appreciate the distinctive qualities of postmodern cinematic film which uses hybrid film techniques to assert a representation of truth in a politically polarising world. Students will appreciate the way Clooney's directorial intent lends itself to textual integrity as he merges the paranoia of the Cold war, McCarthyistic era with the claustrophobic cinematic space, positioning the responder to develop awareness on how political intent and apathy can alter the socio-political and psycho-social world.

Students will be expected to engage in independent research on the Cold War era as well as Clooney's personal context. Using such research they will participate in collaborative activities where they question the assumptions and ideologies they discovered through such research. Students will respond through representation of film posters and film reviews which evaluate the film from alternating perspectives. They have opportunities to create an interview transcript that may offer contentious viewpoints and/or create a narrative piece, turning one of the film scenes into a piece of creative prose.

Student responses will show an understanding of the way in which composers use codes and conventions of film to craft a particular perspective and position the reader to align their view with that perspective. Students will consider how composition is subject to context, purpose and audience and will use such elements as consideration in their creative and analytical pieces as they move from responder to composer. Through reflective practice on the nature of multiple perspectives, students come to value how a text can be laden with subtle and explicit intent that must be critically analysed if they are to remain informed and active citizens.

Assessment <u>for</u> learning	Assessment <u>as</u> learning	Assessment <u>of</u> learning
<p><i>Assessment that occurs usually throughout the unit and can often be referred to as 'formative'- used to inform and clarify teaching and learning as we move forward.</i></p> <p>→ Murrow, McCarthy and Me: Students create a Venn diagram of Murrow's utopia and McCarthy's utopia to see where the similarities and differences occur. What may be the reason for similarities and differences? Students then create their own utopia and present it to the class with an explanation of the key values chosen.</p> <p>→ After analysis of the film techniques, in pairs, students construct their own film poster for the text if it was re-released now. They join with a second pair of students to discuss their choices.</p>	<p><i>Assessment where students monitor and assess their own learning by reflective questioning and strategic implementation of solutions.</i></p> <p>→ Students take a scene/episode from the film and turn it into a narrative. They swap with a peer who edits their response using a marking grid provided by the teacher. They may ask to change/add any contents of the marking grid if they feel the marking grid has not covered certain elements they feel are important.</p> <p>→ Teacher divides class into half - one half write a film review supporting Clooney's representation and the other half denounce his representation. Students read out responses and debate the crafting of the film on the basis of its form and intent.</p>	<p><i>Assessment where teachers use evidence of student learning by matching that learning to standards and outcomes - usually end of the unit and referred to as 'summative'.</i></p> <p>FORMAL ASSESSMENT</p> <p>Students compose an interview/essay transcript between a host and a film critic: explore whether the film will continue to have resonance and the reasons for such perennial value.</p>

Outcomes	Teaching and learning	Evidence of learning
<p>E12A- 1independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>E12 A-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p>	<p>Introduction</p> <p>1.Students are introduced to the rubric and are to complete the activities in worksheet (02) 'Before Viewing'.</p> <p>2.Students will return to the After Viewing sheet (03) to revisit the rubric and see whether having viewed the film has altered their understanding of the rubric expectations.</p> <p>3.Students will complete the Critical Thinking Sheet (04) to assist them in considering why critical thinking is an essential skill.</p>	<p>Student responses will indicate they understand the vocabulary of the rubric.</p> <p>Class discussion will show if students are recasting the language, using the language and intentions of the rubric.</p> <p>Student tables will show an awareness of the complexity of adopting a perspective and the bias evident in perspectives</p>

<p>EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</p> <p>E12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner.</p>	<p>4.Dominant and Resistant Readings</p> <ul style="list-style-type: none"> • Students are to the metalanguage of dominant and resistant • Students watch the film trailers on worksheet (05) and they consider different perspectives • They choose their film trailer and offer a dominant and resistant perspective <p>5.Students are presented with a vocabulary worksheet (06).</p> <ul style="list-style-type: none"> - They will need to discover the meaning of these words and use them throughout the unit. - The teacher may wish to add worksheets associated with these words to their unit. 	<p>Student responses will show an understanding of the values and perspectives that are shaping different responses.</p> <p>Students will understand why different people view texts differently.</p> <p>Students will be using these words in context throughout the unit.</p>
<p>EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</p>	<p>6.Teasing out the Big Ideas in the text</p> <p>Students are presented with ideas (see worksheet 07) and asked to think-pair-share whether these ideas are still relevant today and, if so, how are they relevant.</p> <p>Each pair is then placed with another pair to swap ideas discussed in their paired groups.</p> <p>They write a short response based on this discussion.</p>	<p>Students will show an awareness of the political nature of what was discussed. Their writing will show pre-planning because of the discussion they have experienced in groups.</p>

<p>E12-9 - reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner</p>		
<p>EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA12-6 investigates and evaluates the relationships between texts</p> <p>EA12-3 - critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p>	<p>7. Research Process and Sources of Context</p> <ul style="list-style-type: none"> • Introduce students to the following short video : <ul style="list-style-type: none"> - What is McCarthyism? Ted Ed youtube video. https://www.youtube.com/watch?v=N35lugBYH04 • Brainstorm /Mind map - the main ideas from the short video above. • Discuss the credibility of this source • Student -directed research <ul style="list-style-type: none"> - Students complete research sheet (08) which assists them in what questions to ask when they are assessing a source. - They are also given a direction about the three types of context being valued in this text. 	<p>Students will show an awareness of the main ideas from the video</p> <p>Students will show a range of sources and will compose a presentation that is informed and logical.</p>
<p>EA12-4 strategically adapts and applies knowledge, skills and understanding of language</p>	<p>8. Students watch the film for the first time and fill in worksheet (10) as they view the</p>	<p>Students will ask questions for</p>

<p>concepts and literary devices in new and different contexts</p> <p>EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</p> <p>EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</p> <p>EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning</p> <p>EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA12-3 critically analyses and uses language forms, features and structures of texts</p>	<p>film. They consider what they do not know and write it down.</p> <ul style="list-style-type: none"> - Film viewing should be separated into parts as students may forget important scenes. - Teacher may stop and use research from previous student presentations to make links to context and perspective - If the teacher feels the student is not confident with film techniques, they may need to devote a few lessons to revising these techniques. <p>9. Analysing the filmic techniques - second viewing</p> <ul style="list-style-type: none"> • Teacher hands out sheet (11) and completes the first page with students. • Students are asked to connect dialogue to other filmic techniques and then to connect these techniques to a big idea already discussed (or it can be new) • Students can create their own film analysis sheets in Part 2 of this activity. <p>10. Characterisation</p> <ul style="list-style-type: none"> • Students use the PAIRS strategy in worksheet (12) to deconstruct the way Clooney has crafted his characters. The teacher should link these to previous discussions to show how the information in the one text is linked to context and perspective. 	<p>confirmation, clarification or make analytical statements.</p> <p>Students will make links between their research and what they are viewing.</p> <p>Students are able to identify and explain the effect of filmic techniques and connect them to significant themes or patterns of analysis</p> <p>Students are able to identify and explain the different facets of character and their link to ideologies</p> <p>Student paragraphs indicate</p>
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<p>justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p>	<ul style="list-style-type: none"> • Students consider - after analysis - whether Clooney’s representation of character is a fair representation. They compose a comparative paragraph (worksheet 12) 	<p>an evaluative ability to use the details already analysed to come to a decision/position about fair representation</p>
<p>EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</p> <p>EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p>	<p>11. Structure and Form</p> <ul style="list-style-type: none"> • Using the worksheet (13), consider how Clooney adheres to the archetypal journey and subverts it. • Students then complete worksheet (14) - Venn Diagram and Docudrama- to investigate how and why the form of the film is postmodern in style and intent. • Class discussion on how the structure and form combine with the language to shape Clooney’s perspective. What is that perspective? Does the student agree with that perspective? Why? <p>12. Themes and Enduring Nature of the Text</p> <ul style="list-style-type: none"> • Students are to complete worksheet (15) - as they complete these theme points, they should notice how the ideas, language and construction are coming together to form an overarching message. 	<p>Students show they can make links between the structure, form and language - connect it to the rubric requirements of textual integrity</p> <p>Students should be responding with greater depth and clarity on the big ideas in the texts and how they are situated in the text</p>
<p>EA12-4 strategically adapts and</p>	<p>13. Students complete the worksheet (16) where they consider the critics’</p>	<p>Students have developed</p>

<p>applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts.</p> <p>EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p> <p>EA12-6 investigates and evaluates the relationships between texts</p>	<p>perspectives and then draw conclusions about their own positions on the film.</p> <p>They respond to the following question: Does the film simplify a complex era?</p> <p>Students need to consider how certain ideas or representations are omitted in order to shape an ideology or position.</p> <p>14. Students are provided with examples of analytical paragraphs on the text (worksheet 17) and they must find evidence from the text to support the claims.</p> <ul style="list-style-type: none"> • They may peer-edit each other's' work. The teacher should provide a criteria sheet to help the peer assess the quality of the paragraph. 	<p>confidence in responding to this text and are using substantial textual and contextual evidence to support their claims.</p> <p>Students are able to use a criteria sheet to evaluate the quality of work according to the conventions of essay writing.</p>
<p>EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p> <p>EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and</p>	<p>15. Students are provided with the following essay question:</p> <div data-bbox="443 933 1709 1054" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><i>Murrow: 'We all editorialise, it's just to what degree.'</i></p> <p>How does the statement above support or challenge your understanding of the significance of perspective in your prescribed text?</p> </div> <ul style="list-style-type: none"> • They consider the structure of the essay response (worksheet 18) and consider whether the structure needs changing. If so, why? 	<p>Student composes an essay response that answers the question and uses detailed textual evidence</p>

compose texts that synthesise complex information, ideas and arguments

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meanings

- What evidence would they use to respond to this question?

Note: given that this is MOD C, we assume that students are familiar with essay conventions but will still need assistance with structural ideas.

- Students compose essay response for teacher to mark and then they redraft after feedback.

OTHER ACTIVITIES THAT MAY BE USED TO BUILD CREATIVE AND CRITICAL FOCUS

- After analysis of the film techniques, in pairs, students construct their own film poster for the text if it was re-released now. They join with a second pair of students to discuss their choices.
- Students take a scene/episode from the film and turn it into a narrative. They swap with a peer who edits their response using a marking grid provided by the teacher. They may ask to change/add any contents of the marking grid if they feel the marking grid has not covered certain elements they feel are important.
- Teacher divides class into half - one half write a film review supporting Clooney's representation and the other half denounce his representation. Students read out responses and debate the crafting of the film on the basis of its form and intent.

Students may be given choice as to how they respond here. This allows them to make a decision as to how they may best demonstrate their learning.

<p>EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts</p> <p>EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</p>	<p>16. Student Assessment: Radio Interview/Podcast</p> <p>Hand out the Assessment sheet and the Radio Interview Support Document (01b) Take students through this thoroughly to enable them to understand the conventions of text types and adapt their language accordingly.</p>	<p>Students will show their informed perspective through the way they craft their transcript and privilege their views through language and construction.</p> <p>Evidence of drafting their work by submission of a polished draft.</p>
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Reflection and evaluation:
