

Stage 5 unit starter

Novel: *Miss Peregrine's home for peculiar children*

Rationale

Through the close study of *Miss Peregrine's home for peculiar children*, students will explore the ways that genre can be adapted and merged, the power of intertextuality to add layers to a text, how our perspectives and those of the composer influence textual understanding and how a composer's style can be identifiable across texts and contexts. Students will experiment with their own writing style incorporating elements of genre, intertextuality and reflecting on their own values, choices and perspective. Students will examine the different concepts with the view to understanding how texts can work in different ways, resulting in both attracting and distancing their audience.

Concept/s

Genre: Students understand that particular values attach to certain genres. Students learn that

- genres shape representation and perception
- adaptations of genres across time and culture reflect changing values
- subverting the genre can challenge the value system associated with the genre

Intertextuality: Students understand that intertextuality is intrinsic to composition and response. Students learn that

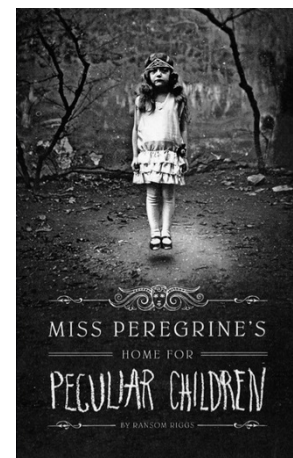
- texts are recontextualised for different times, modes, media and cultures
- texts are variations on, or borrow from, other texts
- intertextuality involves references gained through experience of a wide range of texts from the canon to popular culture.

Perspective: Students understand that perspective provides a frame through which we learn to see the world. Students learn that

- the world and texts may be seen through particular frames
- views of the world may be exploited for particular purposes
- readers and viewers may be positioned to accept particular views.

Style: Students understand that styles vary and are valued differently. They learn that style

- can be a marker of a particular author, period or genre
- changes over different historical periods
- varies according to social and cultural contexts, mode and medium
- may be distinguished through the details and nuances of expression.



Texts

- *Miss Peregrines home for peculiar children*, Ransom Riggs, Quirk Books, 2011, Philadelphia, PA.

Focus questions for responding and composing

- How does genre reflect value systems within society?
- How does a reader's experience and knowledge of texts shape their reading?
- How important is perspective in the shaping of a text and our reading of it?
- What are the style markers of Ransom Riggs and how do these relate to our context?







Prior knowledge







- Genre conventions
- Elements of style







Assessment







- Adapting their own short story written in the fantasy genre to incorporate intertextual elements from a given folk tale. The task includes completion of an organiser to demonstrate the adaptations they are attempting and a reflection on their completed piece and the process.







Key to table processes icons







Understanding	Engaging Personally	Connecting	Engaging Critically	Experimenting	Reflecting
					







Outcomes	Teaching and learning activities	English Textual concept(s)						
<p>EN5-2A: review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY2747, ACELY2757)</p> <p>EN5-4B: creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with patterns, representations, intertextuality and appropriations</p> <p>EN5-5C: respond to and compose texts that use inference and figurative language, e.g. symbolism and allusion, in complex and subtle ways</p> <p>EN5-5C: create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)</p> <p>EN5-6C: create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644, ACELT1773)</p> <p>EN5-6C: use appropriate metalanguage to identify, describe and explain relationships between and among texts</p> <p>EN5-7D: respond to and compose sustained imaginative, creative and critical texts that represent aspects of their expanding personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure</p>	<p>Assessment</p> <ol style="list-style-type: none"> 1. Students write their own fantasy short story 2. They then work in groups to explore a given folktale or elements of folklore and brainstorm and discuss ways they could adapt their own stories making intertextual connections. 3. Use Main idea mountain graphic organiser to record their decision making process 4. Rewrite their creative writing piece experimenting with their ideas for intertextual reference to the given folk tale 5. Peer feedback and editing 6. Final published story 7. Write an explanation of their changes and the techniques they used to create the intertextuality, reflecting on their challenges and successes and the values they can see expressed through their own writing. 	<p>Genre Intertextuality Style</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>







Outcomes	Teaching and learning activities	English Textual concept(s)						
<p>EN5-1A: explore real and imagined (including virtual) worlds through close and wide reading and viewing of increasingly demanding texts EN5-1A: appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts</p> <p>EN5-1A: identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)</p> <p>EN5-1A: explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</p> <p>EN5-6C: explain and justify responses to texts and widening personal preferences within and among texts</p>	<ul style="list-style-type: none"> • Front cover analysis – What are our expectations of this text? – identify expected genre linking to known conventions and propose purposes. Engage personally with knowledge of texts, personal preferences including view of real/imaginary texts. Debate whether the front cover is a true or doctored image. • Analyse back cover – make connections between visual and language features. • Create genre convention equations to represent their predictions <p><i>Visual features + Language features = Genre expectation</i></p>	<p>Genre Perspective Style</p>	✓	✓	✓			
<p>EN5-1A: present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)</p> <p>EN5-6C: explore and reflect on their own values in relation to the values expressed and explored in texts</p>	<ul style="list-style-type: none"> • Explore the perspective of otherness-peculiarity in our society and culture. Students complete a PMI chart. • Discuss the use of our views of the world in the creation of this novel, setting expectations, genre etc. Does the text challenge or confirm our world view? 	<p>Perspective</p>		✓		✓		✓
<p>EN5-2A: use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY2744, ACELY2754)</p>	<ul style="list-style-type: none"> • Analyse the perspectives of Grandpa Portman held by Jacob and his father. Look at these as they develop and change throughout the novel due to their changing understanding of his past and Jacob's maturity. Look closely at the language used to discuss him at each stage. How does it highlight changes in perspective. Create a table with headings for evidence and perspective at 3 different points in the plot line for each character. 	<p>Perspective</p>	✓			✓		







Outcomes	Teaching and learning activities	English Textual concept(s)						
<p>EN5-2A: interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY2742)</p> <p>EN5-7D: evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences</p> <p>EN5-8D: analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others</p> <p>EN5-8D: analyse and describe the ways texts sustain or challenge established cultural attitudes and values</p>	<ul style="list-style-type: none"> Explore Jacob's character further in relation to his perspective of the world as a 21st century American teenager. Is this an authentic view of the world? How does it impact the way Jacob views his grandfather's stories? How does it influence his reaction to his death? How does he use his knowledge of the perspectives of his parents to manipulate situations for his needs? Are we being positioned to accept the same views of the world as Jacob? Is his view of the world sustained throughout the text? How and why? Are the established cultural attitudes and values of American teens sustained or challenged by this text? 	<p>Perspective Style</p>		✓	✓	✓		✓
<p>EN5-4B: creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with patterns, representations, intertextuality and appropriations</p> <p>EN5-8D: analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)</p> <p>EN5-8D: identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class</p>	<ul style="list-style-type: none"> Explore the representation of teens in the novel and infer links to the author's perspective. Compare the images of Jacob and his peer group from his home town and those he meets on the island to those teens he meets from the past. Examine the language used by the narrator and the teens through their dialogue, the narrative structure and the visuals, too. How have the historical contexts influenced these representations? What can we infer about the author's perspective from the representations? Write a paragraph explaining and evaluating the representation of teens from different time periods and the links to the author's and our own perspectives. Choose one of the characters introduced early in the book and rewrite the text from a new perspective. 	<p>Perspective</p>			✓	✓	✓	







Outcomes	Teaching and learning activities	English Textual concept(s)						
<p>EN5-5C: understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity</p> <p>EN5-6C: analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774)</p> <p>EN5-6C: analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774)</p> <p>EN5-6C: use appropriate metalanguage to identify, describe and explain relationships between and among texts</p> <p>EN5-6C: explain and justify responses to texts and widening personal preferences within and among texts</p> <p>EN5-8D: analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)</p>	<ul style="list-style-type: none"> • Read 'A Conversation with Ransom Riggs' (at the end of the novel). Discuss the inclusion of the images and his perspective on his book. Identify other influences on his work and the concept of intertextual references. Students complete a table of the references he discusses and his views on how they shape the book. • Create a class mind map of intertextual references they have found throughout the novel. Discuss the differences between explicit, inferred and implied references and colour code the mind map accordingly. Ask the question 'How does their knowledge of these texts impact their personal response to the text?' 	Intertextuality	✓	✓	✓			
<p>EN5-3B: analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)</p> <p>EN5-4B: appreciate and value the ways language concepts, ideas and information can be shaped and transformed for new and different contexts</p> <p>EN5-6C: analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections</p>	<ul style="list-style-type: none"> • Find the references to the Bog boy pp.92-94, 290-292 – What information does the text provide? What was their previous knowledge of bog bodies? Identify and discuss the ways the information is interwoven into the storyline. What is the purpose of its inclusion? Is it effective? • Research bog bodies information that offer links to beliefs of the past E.g. The curious case of the bog bodies Students look for further implied/ inferred references linked to their new knowledge 	Intertextuality Style		✓	✓	✓		

Outcomes	Teaching and learning activities	English Textual concept(s)						
with other texts (ACELT1772, ACELT1774)								
<p>EN5- 1A: appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts</p> <p>EN5-1A: identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)</p> <p>EN5-1A: identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1740, ACELY1750)</p> <p>EN5-1A: explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</p> <p>EN5-2A: understand that authors innovate with text structures and language for specific purposes and effects (ACELA2553)</p>	<ul style="list-style-type: none"> Exploring the myths and ideas in the photos – link to the stories presented, our notions of carnies etc. Analyse the ways these images have been included – the storyline, frequency and where they are fitted into the plot structure, the language used, the purpose of them in building intrigue, tension, etc. Have students work in pairs to analyse different images in the book and share their findings with the whole class. Use the individual findings to develop a view of the use of photographs in the work as a whole. 	Intertextuality Style	✓	✓	✓	✓		
<p>EN5-3B: engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways</p> <p>EN5-4B: creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with patterns, representations, intertextuality and appropriations</p> <p>EN5-5C: create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)</p> <p>EN5-6C: create imaginative texts that make</p>	<ul style="list-style-type: none"> Ask students to choose one of the photos on pp.366-369 and experiment with writing the photo into the story copying/adapting Riggs' style. Group students who used the same image and share their stories exploring the similarities and differences found and reflecting on the development of their personal styles. 	Genre Intertextuality Style	✓		✓		✓	✓

Outcomes	Teaching and learning activities	English Textual concept(s)						
relevant thematic and intertextual connections with other texts (ACELT1644, ACELT1773)								
<p>EN5-1A: explore real and imagined (including virtual) worlds through close and wide reading and viewing of increasingly demanding texts</p> <p>EN5-5C: pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts</p> <p>EN5-6C: compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)</p> <p>EN5-6C: investigate and describe the recurring features of particular genres, e.g. westerns or science fiction, focusing on their storylines, iconography, value systems and techniques</p>	<ul style="list-style-type: none"> Use a characteristics compare/ contrast organiser to look at traditional folklore involving supernatural powers, focusing on the purposes, text structures and language features and comparing to one of the genres Riggs' work could be defined as - Fantasy/ Quest/ Mystery/ Thriller Write a paragraph explaining the influence of traditional folklore on Riggs' writing 	Genre Intertextuality Style		✓		✓		
<p>EN5-6C: explain and justify responses to texts and widening personal preferences within and among texts</p> <p>EN5-6C: investigate and describe the recurring features of particular genres, e.g. westerns or science fiction, focusing on their storylines, iconography, value systems and techniques</p>	<ul style="list-style-type: none"> Ask students their views on the notion of time travel and portals such as the cairn. Make connection to their personal beliefs and other texts they know that use time travel. Investigate the literary trope of time travel /portals further by looking at sites such as the List of time travel works of fiction, debate the reasons for its popularity and explore the many types and conventions for writing Time Travel Tropes Ask students to consider the time travel presented in the novel and write questions to Ransom Riggs to question the validity of his work. See whether the class as a whole can answer the questions posed and does this discussion impact on 	Genre Style		✓	✓	✓		

Outcomes	Teaching and learning activities	English Textual concept(s)						
	students' views of the novel.							
<p>EN5-1A: analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)</p> <p>EN5-1A: present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)</p> <p>EN5-1A: explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</p> <p>EN5-6C: use appropriate metalanguage to identify, describe and explain relationships between and among texts</p>	<ul style="list-style-type: none"> Complete Frayer Organiser showing their understanding of the concept of Intertextuality Ask students to refer back to their original cover analysis and thoughts about the text. Relate these to their new understanding of Intertextuality and Ransom Riggs' use of it and write an argument for or against the use of intertextual references in fiction. 	Intertextuality	✓	✓	✓			
<p>EN5-1A: explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</p> <p>EN5-5C: understand and explain the ways in which composers transform ideas and experience into and within texts, including consideration of their insight, imaginative powers and ingenuity</p> <p>EN5-5C: understand and use the language of argument, e.g. the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses</p> <p>EN5-6C: research and explore the texts of specific composers, e.g. a novelist, poet, filmmaker or dramatist, considering themes, language techniques and similarities and differences in their works</p>	<ul style="list-style-type: none"> Students explore Ransom Riggs' website and identify common elements of style between it and the novel. Consider social and cultural contexts, mode and medium, specific genres, language/ expression and visual choices. Host a debate on whether the site is a representation of his style or cashing in on the success of his first novel. 	Style	✓	✓	✓	✓		

Outcomes	Teaching and learning activities	English Textual concept(s)						
EN5-7D: reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own								
<p>EN5-1A: explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</p> <p>EN5-1A: evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)</p> <p>EN5-2A: use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY2744, ACELY2754)</p> <p>EN5-2A: evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view</p> <p>EN5-4B: appreciate and value the ways language concepts, ideas and information can be shaped and transformed for new and different contexts</p> <p>EN5-6C: compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)</p> <p>EN5-6C: select a range of digital and multimedia texts and investigate the ways content, form and ideas of texts can be connected</p>	<ul style="list-style-type: none"> • Watch the two different movie trailers found on the Fox movie site. Identify the similarities and differences between them and reflect on the reasons for making two. • Compare the movie trailer genre features with those of the novel focusing on purpose, text structure and language features • Consider the new perspective of the composer – Tim Burton – in appealing to the audience. What assumptions does he make about the world/ the audience in reimagining the story for film? What elements of the trailers reflect your knowledge of his distinctive style? • Students create and undertake a survey to evaluate the impact of different elements of the book and film trailers, including the use of still and moving images, genre conventions, intertextual references, and language features, on audiences. 	Genre Intertextuality Perspective Style	✓	✓	✓	✓		

Outcomes	Teaching and learning activities	English Textual concept(s)						
<p>EN5-6C: explain and justify responses to texts and widening personal preferences within and among texts</p> <p>EN5-7D: explore and reflect on their own values in relation to the values expressed and explored in texts</p> <p>EN5-7D: understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)</p>	<ul style="list-style-type: none"> Look at the online reviews from individual readers on sites such as Good reads or Amazon books Identify preferences and values, context and modes of communication used for a number of positive and negative reviews. Are there identifiable similarities between reviews offering opposing opinions? Can students identify any patterns linked to cultural, gender, age factors etc.? Students write their own contribution to one of these online sites expressing and justifying their opinion about the text, exploring their own values and knowledge through their review. 	<p>Perspective</p>		<p>✓</p>		<p>✓</p>		<p>✓</p>

The intention of this unit starter is to illustrate teaching and learning activities for each of the processes.

The processes may be taught in any order to cater for the needs of all learners and further differentiation can be included in your full version of the unit.