

## Engaging Critically

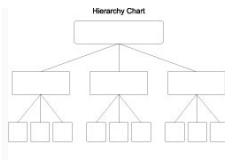
### Ideas for teaching and learning activities using graphic organisers and processes

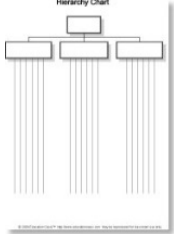
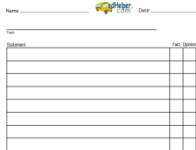

#### Stage 5 descriptor

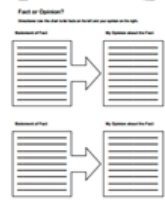
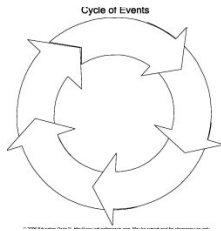
Through responding and composing students critically analyse and evaluate the ways in which texts represent different ideas and perspectives. They recognise the effect of context on meaning.


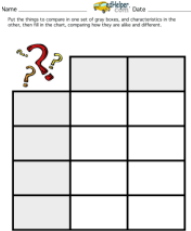
#### Stage 4 descriptor

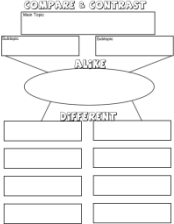

Through responding and composing students explore the different ways texts can be interpreted. They identify ways in which composers position the audience to accept particular views and perspectives and make judgements about these.


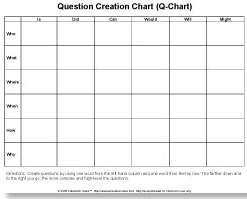
Engaging critically teaching and learning ideas	Syllabus intent	Links to graphic organisers
<p>Hierarchy charts can help students organise the information presented in texts, the strength of arguments presented, or different features/techniques of texts at different levels of meaning. They can be used to list the different features of multimodal texts, different world views and contexts.</p>	<ul style="list-style-type: none"> <li>analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning</li> <li>evaluate the social, moral and ethical positions represented in texts</li> <li>explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups</li> <li>analyse and understand the ways techniques of representation in multimodal texts are used to present alternative views of the world, people, places and events</li> <li>understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts</li> </ul>	<p>Go to Education Oasis to download <a href="#">Hierarchy chart</a></p>  <p><a href="#">Hierarchy chart with lines</a> (14KB)</p>

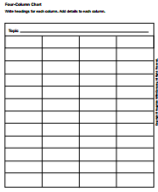
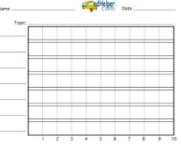
Engaging critically teaching and learning ideas	Syllabus intent	Links to graphic organisers
	position readers in relation to those groups	
<p>Fact or opinion charts can help students identify the strength of arguments and information contained in texts by considering how objective / subjective they are. Nuances in language and strength of argument can be considered from the evidence. This can also be used to help students understand the different positions represented in texts and look closely at cultural factors.</p>	<ul style="list-style-type: none"> <li>• understand and analyse differences between opinions and reasoned arguments, differences in shades of opinion and inconsistencies</li> <li>• evaluate the social, moral and ethical positions represented in texts</li> <li>• explain and analyse cultural assumptions in texts, including texts by and about Aboriginal Australians</li> </ul>	<p><a href="#">Fact or Opinion Table</a>: Topic: Statement/ Fact/ Opinion (38KB)</p>  <p><a href="#">Fact/ Opinion</a> (14KB)</p>  <p><a href="#">Fact or Opinion?</a> Statement of Fact/ My Opinion about the Fact (42KB)</p>

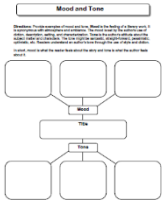
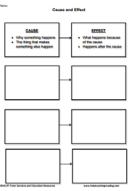
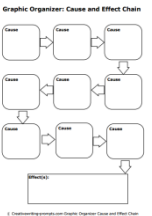
Engaging critically teaching and learning ideas	Syllabus intent	Links to graphic organisers
		
<p>A cycle of events may help students to recognise the way texts build an image of a certain group of people, or event. Students can write what each section tells in one colour and then choose another colour to list techniques used and another colour to explain the impact. The cyclic nature of the organiser can also invite students to consider subsequent readings of the text/ comparing their view the first time and how their new knowledge impacts on further readings. The cycle can also be used to show the unfolding of elements in a text and for students to consider the different approaches.</p>	<ul style="list-style-type: none"> <li>recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches</li> <li>critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts</li> <li>understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups</li> </ul>	<p>Go to Education Oasis to download the <a href="#">Cycle of events</a></p> 
<p>This story organiser and other like text specific organisers can help students to focus on the ways different types of texts represent different cultures and ideas in texts. The organiser can be used once to organise the content presented and then again to organise the textual features or cultural references developed in different parts of a text. This helps students understand the ways the texts are</p>	<ul style="list-style-type: none"> <li>analyse literary texts created by and about a diverse range of Australian people, including people from Asian backgrounds, and consider the different ways these texts represent people, places and issues</li> <li>recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches</li> <li>critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and</li> </ul>	<p>Go to Education Oasis to download the <a href="#">Story organizer</a>: Introduction/ Rising Action/ Climax/ Falling Action/ Resolution/ Characters/ Setting/ Problem/ Conflict/ Solution/ Title of Story</p>

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constructed for different purposes and audiences.	concerns in texts and how these affect responses to texts	
Tables can help students examine different ideas, techniques, representations, purposes, values etc. Students can identify their own headings for columns and rows or the teacher can stipulate specific elements for focus. The simple format allows students to readily make comparisons and evaluations. The scaffold supports students forming more advanced writing, citing evidence from their analysis.	<ul style="list-style-type: none"> <li>• explore and explain the combinations of language and visual choices</li> <li>• study and evaluate variations within conventions of particular genres and how these variations reflect a text's purpose</li> <li>• analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts</li> <li>• identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences</li> <li>• analyse literary texts created by and about a diverse range of Australian people, including people from Asian backgrounds, and consider the different ways these texts represent people, places and issues</li> <li>• analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text</li> <li>• consider the ways culture and personal experience position readers and viewers and influence responses to and composition of texts</li> </ul>	<p><a href="#">Table 2 x 4</a> (PDF 45KB)</p> 
Compare and contrast charts can be used to help students find links between texts, genres, techniques, representations etc. They can support students understanding and help them evaluate texts across contexts.	<ul style="list-style-type: none"> <li>• interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts</li> <li>• evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey</li> </ul>	Go to <a href="http://Biologycorner.com">Biologycorner.com</a> to download <a href="#">Compare and contrast</a> : Main topic/ Subtopic x2/ Alike/ Different

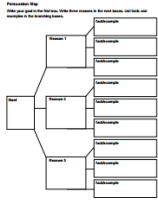


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	<p>ideas and points of view</p> <ul style="list-style-type: none"> <li>• use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives and evaluating supporting evidence</li> <li>• study and evaluate variations within conventions of particular genres and how these variations reflect a text's purpose</li> <li>• analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts</li> <li>• analyse literary texts created by and about a diverse range of Australian people, including people from Asian backgrounds, and consider the different ways these texts represent people, places and issues</li> </ul>	
<p>This organiser can be used to help students identify their own views and use substantiating information as evidence. Teachers may find it helpful to provide students with a specific question to answer about the text and students write their response at the top then fill in the rest with supporting evidence. It can also be used to analyse other texts and the ways they have created a certain representation, presented an argument or use it to identify stated and implied meanings. Use it to support student identification of the ways they have been positioned by the composer.</p>	<ul style="list-style-type: none"> <li>• identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class</li> <li>• interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives</li> <li>• share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts</li> <li>• understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups</li> </ul>	<p><a href="#">Main Idea Mountain</a> (PDF 59KB)</p> 
<p>Think-Pair-Share activities help support students in their learning by giving them time to consider their own views, and then discuss them with others enabling them to clarify their opinions and learn from others.</p>	<ul style="list-style-type: none"> <li>• analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style</li> <li>• identify, explain and challenge cultural values, purposes and</li> </ul>	<p><a href="#">Think-Pair-Share</a>: Question or Prompt/ What I thought/ What my partner thought/ What we will share (PDF 44KB)</p>

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<p>The teacher provided prompt allows the discussion to be focussed by the teacher and content and outcomes.</p>	<p>assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class</p> <ul style="list-style-type: none"> <li>• explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning</li> <li>• share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts</li> <li>• discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage</li> <li>• identify and explain cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability and social class</li> </ul>	
<p>Students can use the Q-Chart to create their own questions about a text. This can benefit students by building personal engagement and being at their level of understanding. They could be used for discussion with peers or as a class activity. The questions could be used as a basis to exploring the way that students' knowledge, values and culture influence their reading. E.g. Why have they asked certain questions? What questions are common amongst students? Why do they think this occurs? What questions haven't been asked? Why haven't they? Etc.</p>	<ul style="list-style-type: none"> <li>• evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view</li> <li>• pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts</li> <li>• explore the ways individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions</li> </ul>	<p><a href="#">Question Creation Chart (Q-Chart): Who, What, Where, When, How, Why/ Is, Did, Can, Would, Will, Might (PDF 28KB)</a></p> 
<p>Tables and charts can provide students with an easy visual way to organise information under particular headings. For example, they may need to make note of the way different types of texts represent an issue.</p>	<ul style="list-style-type: none"> <li>• analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning</li> <li>• Analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented</li> </ul>	<p><a href="#">Four Column Chart (PDF 15KB)</a></p>

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<p>Listing can also help students evaluate the different types of texts or aspects of a text.</p>	<ul style="list-style-type: none"> <li>consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view can evoke a range of responses, including empathy, sympathy, antipathy and indifference</li> <li>evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view</li> <li>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</li> <li>critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts</li> <li>analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause</li> </ul>	
<p>An attribute graph can be used by students to visually represent their evaluation of different aspects of a text. It can also be used as a bar graph for students to survey class members about different elements.</p>	<ul style="list-style-type: none"> <li>evaluate the impact on audiences of different choices in representation of still and moving images</li> <li>interpret and evaluate the effectiveness of information and ideas conveyed in diagrammatic representation</li> <li>evaluate techniques (e.g. contrast, exaggeration, juxtaposition or changing chronological order) used in spoken, written and visual texts to, for example, construct plot and create emotional responses</li> <li>identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts</li> </ul>	<p><a href="#">Attribute graph</a>: Topic: 1-10 (PDF 31KB)</p> 
<p>Basic organisers can be modified to focus on specific points you want students to understand and analyse, such as, this example about the difference between</p>	<ul style="list-style-type: none"> <li>identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or</li> </ul>	<p><a href="#">Mood and Tone</a> (PDF 20KB)</p>

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mood and tone.	visual texts	
<p>A cause and effect chain can be used for students to explore the development of ideas, arguments or perspectives in a text. Students can note down evidence and techniques and the impact at each stage. Student could also explore the different techniques/ aspects of a text as they notice them and evaluate them at each stage as well developing a final statement.</p>	<ul style="list-style-type: none"> <li>• evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view</li> <li>• respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure</li> </ul>	<p><a href="#">Cause and Effect</a> (PDF 185KB)</p>  <p><a href="#">Cause and effect chain</a> (PDF 13KB)</p> 
<p>Use the persuasion map to help students see the development of logical arguments in texts, build their own arguments or determine the merit of arguments. This chart could be used twice; once for content and once to list the techniques used at each stage to enhance the arguments.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• analyse and describe the ways texts sustain or challenge established cultural attitudes and values</li> <li>• respond to and compose imaginative, informative and persuasive texts</li> </ul>	<p><a href="#">Persuasion Map</a>: Goal, Reason x 3, Fact/example x 9 (PDF 16KB)</p>



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	<p>for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <ul style="list-style-type: none"> <li>share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts</li> </ul>	
<p>Use note taking scaffolds to help students explore and think critically about texts, topics and/or ideas and source evidence to support their arguments.</p>	<ul style="list-style-type: none"> <li>explore and analyse ethical positions on a current issue, including the values and/or principles involved, in digital communication forums</li> <li>analyse and describe the ways texts sustain or challenge established cultural attitudes and values</li> <li>interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives</li> <li>share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts</li> </ul>	<p><a href="#">Cornell Notes Template: Key Points/ Details/ Summary (PDF 17KB)</a></p>  <p><a href="#">ISP chart: Information/ Sources/ Page (PDF 14KB)</a></p> 
<p>The Cube Template can be used to help students explain their understanding and analyse a text in a collaborative context with peers.</p>	<ul style="list-style-type: none"> <li>analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning</li> <li>evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to convey ideas and points of view</li> </ul>	<p><a href="#">Cube Template: Describe it/ Compare it/ Associate it/ Apply it/ Analyse it/ Argue for or against it...(PDF 636KB)</a></p>

Engaging critically teaching and learning ideas

Syllabus intent

Links to graphic organisers

		<p>Cube Template</p> 
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The intention of this document is to illustrate teaching and learning activities based on graphic organisers and each of the processes.