Stage 6 – Year 12 English Standard

# Module C, The Craft of Writing

### Concept: Narrative

Narratives shape our understanding of human experience. They organise relationships between characters, places and events in meaningful ways. Students will construct a narrative in response to a stimulus, they will also engage with 2019 HSC marker feedback.

# Information for teachers

## Core resources

* [Pobble365.com/](http://www.pobble365.com/) - Students will use this resource to stimulate ideas for writing in order to expand your creative writing skills. Teachers may wish to nominate a series of the Pobble stimulus and provide students with specific genre resources to assist their reading/research. They may also create a workbook of material to support students who do not have consistent internet access.
* [KWLH chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562?clearCache=ded99046-2986-1400-b07f-f5c8391ceec1) is a learning tools selector resource that describes and explains the use of KWLH charts and provides templates for Microsoft and Google forms.
* HSC Marking Centre feedback from NESA website
* Student worksheet 1 – KWLH chart

### Student Worksheet 2: I used to think …, but now I think – routine

### Learning intentions

Students will:

* utilise a stimulus to ignite a creative idea
* use the story starter to write creatively

## Success Criteria

So they can:

* compose a creative extended response
* assess the effectiveness of the composition in relation to marker feedback

## Syllabus outcomes

The following teaching and learning strategy will assist in covering elements of the following outcomes:

* **EN12-3:** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

### Outcome content

* **S6S1203DA3** use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts (the coding for this content point comes from the [ETC and LP resources](http://englishtextualconcepts.nsw.edu.au/portfolio) for Stage 6 English –Standard [englishtextualconcepts.nsw.edu.au/portfolio](http://englishtextualconcepts.nsw.edu.au/portfolio) Copyright © State of NSW, Department of Education 2016).

## Background information

Students will consider the feedback from the [HSC marking centre from the 2019 examinations](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-standard-2019-hsc-exam-pack) and the HSC marking centre for the 2020 examinations. They will complete the KWLH chart in relation to the information provided and their understanding of Module C: The Craft of Writing.

Using this feedback, students will complete the [thinking routine I used to think, but now I think](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm) to identify how engagement with this resource has enhanced their understanding of the module and the examination.

Presentation options - students could share their thinking in various ways:

* share the shifts in thinking via a Post in the online classroom.
* create a [Flipgrid](https://www.youtube.com/watch?v=aLzX13jw7bw) (video duration 14:42) clip and ask students to share these with their peers.
* add their ideas to a (teacher created) shared word document, and/or record these ideas in workbooks.

## Learning sequence

Students use the website [Pobble 365](http://www.pobble365.com/) to stimulate their creative writing skills.

Instruct students to visit [Pobble 365](http://www.pobble365.com/). Here they will find a different writing stimulus and series of activities for every day of the year. There are some weird, wonderful and/or thought-provoking images to help inspire them to write creatively. There is a diverse range of images providing endless creative writing opportunities.

Listed below are activity instructions you may wish to post to your online learning platform for your students.

1. View the website and select a stimulus:
* [The Clocktower](http://www.pobble365.com/the-clocktower) develops your figurative language using dystopian style imagery.
* [The Woodcarver](http://www.pobble365.com/the-woodcarver) is an experiment with emotive language and appropriate the traditional tale Pinocchio into a different context.
* [Hatched](http://www.pobble365.com/hatched) is an experiment with the science fiction genre and fronted adverbials. A quick clip to [explain the fronted adverbial](https://www.youtube.com/watch?v=Lk-_LIc3dWA) (video duration 1:33) and their role in your writing can also be used.
1. Reflect on the image using the [Step Inside: Perceive, Know about, Care about](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03g_CreativityRoutines/StepInside/StepInside_Routine.html) thinking routine.

Three core questions to guide thinking in response to the stimulus:

* What can the person or thing **perceive?**
* What might the person or thing **know about or believe?**
* What might the person or thing **care about?**
1. Using one of the characters you have imagined, respond to the prompts.
2. Stop and reflect: are you beginning to write in a particular genre? Are you familiar with the conventions of this genre? Are there conventions you would like to experiment with and trial?
3. You may have found yourself naturally leaning toward a particular genre given the tone of the image. Some potential genres may include: dystopian, science fiction, fantasy or family/domestic drama just to name a few.
4. Research the genre conventions for your selected genre and try to experiment with using a few of these conventions. For example, for fantasy, science fiction and dystopia will require creation of a world. You may wish to view [How to build a fictional world](https://www.youtube.com/watch?v=ZQTQSbjecLg&feature=emb_logo) (video duration 5:54) to generate ideas. Keep in mind that genres are dynamic and new genres are continually emerging as technology evolves and writers keep experimenting.
5. Write a draft of about 400 – 600 words (use the story starter if needed).
6. In a paragraph, explain why you chose to write in the selected form.
7. In a paragraph, explain why you used certain language features.
8. In a paragraph, explain why you used certain plot devices (characters, events, setting and/or conflicts for example).
9. Review and edit your work carefully. Make any necessary changes based on your research and reflection.
10. Revisit your KWHL chart, explain how this process and engaging with the feedback has expanded your thinking about Module C.
11. You could experiment with starting your story at a different point of entry for example from the end or middle.
12. If you would like to start your story in the middle at the point of conflict or crisis, this is called [in medias res](https://www.youtube.com/watch?v=oXwn-6A-p-g) (video duration 2:36) and there are lots of interesting resources online to help you experiment with using this convention. [Flashback](https://www.storyboardthat.com/articles/e/flashback) is a particularly useful tool when opening a story through in medias res.
13. Write your imaginative piece as a free verse narrative poem or a series of letters containing alternating points of view.
14. You could write your story from another character’s point of view. Think about how this would affect the tone of the text, how would your language choices change to capture this voice?
15. Write your imaginative piece as a series of blog post, think about your character’s audience and context prior to starting so you are capturing this change in purpose and context.
16. Reflecting on this process, complete the thinking routine, [I used to think …, but now I think …](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm)to identify how engagement with this process and the resources has enhanced your understanding of the module, creative writing and the examination.

Where to next?

Teachers may wish to extend students with the following activities.

## Pobble365 - extension options

* You can practice using the unseen stimuli as many times as you like to develop your skills.
* You may be directed to a date/day to focus on certain skill/knowledge development.
* You can also challenge/extend your skills by placing a time limit on composing a piece of writing.
* Create your own Module C sample examination stimulus and practice writing under timed conditions.

## Reflective prompts

Instruct students to write a reflective response using the following questions as stimulus.

* What was I aiming to convey?
* How have I shown this in my work?
* What examples of this can I explain to show my understanding?
* What have I read or studied that inspired me?
* How have I tried to use these ideas in my work?
* How have I used the peer feedback to improve my response? Give an example.
* Which aspects of my writing style still need to be improved?

### Student worksheet 1: KWLH chart

For this lesson you will look into expert advice on Module C, straight from the marking center. Before you do that, in the first column, write what you already know about the examination and this module. In the second column, write what you want to know about this module and the examination. Now, go to the [HSC marking centre from the 2019 examinations](https://educationstandards.nsw.edu.au/wps/portal/nesa/resource-finder/hsc-exam-papers/2019/english-standard-2019-hsc-exam-pack). After you have completed your reading/research, write what you learned in the third column. For the fourth column, reflect on what you need to do to learn more and record this information. Share this information with your teacher. Begin researching and help provide answers to your own questions.

You can use this routine when responding to any set material or questions.

Table 1: KWLH chart

|  |  |  |  |
| --- | --- | --- | --- |
| K – what I Know | W – what I want to know | L – what I learned | How I learn more |
| In this column write what you already know about the topic | In this column write what you want to know about the topic | In this column write what you have learned about the topic | In this column write about how you will learn more about the topic |
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Resource 2 – I used to think..., but now I think...

#### HSC maker feedback

This routine is to help you reflect on and articulate how and why thinking/knowledge has changed due to your engagement with the resources or information. If you would like to learn about this thinking routine and how it helps clarify your understanding visit [Visible Thinking online](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/UsedToThink/UsedToThink_Routine.htm).

Write a response using each of the sentence stems:

* I used to think...
* But now, I think...

Share and explain your shifts in thinking using your online learning platform.