***EAL Unit 3 Outcome 2 - Sample lesson plan for unpacking mentor text and modelling annotation***

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| **By the end of this activity** | **By the end of this activity** |
| Students will be able to:   * identify purpose, audience and context of Emmeline Pankhurst’s speech ‘Freedom or Death’ * understand how text structures and language features support authorial purpose and reflect context and audience * show their explanation through annotation * demonstrate understanding of the speech’s approach to and insights into the idea of Protest. | Students will have:   * completed a content, audience, purpose, ideas/insight chart (CAPI) * annotated a mentor text which shows how text structures and language features support authorial purpose and reflect context and audience. * participated in class and small group discussion about the ways the author has used specific text structures and language features to create meaning. * added new vocabulary to word banks related to Protest |

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| **Resources needed** |
| * Printed copies of Pankhurst speech with a column/wide margin on the side for annotations and key word glossary at the end. * CAPI templates (See Resource 1 below) * Instructions for annotating texts (See Resource 2 below) * Different coloured whiteboard markers/highlighters to model annotation. |

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| **Prior Learning** |
| * Students should have familiarised themselves with this text and glossary and looked up or translated unfamiliar words prior to the class. The teacher has provided them with a short explanation of context and the term/concept ‘suffragette’ and a basic historical background to the British suffragette movement, including the ‘Cat and Mouse Act’ and hunger strikes. |

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| ***Lesson Outline*** | | | |
|  | **Teaching and learning** | **Student activities** | **Time** |
| Connect / Do Now | * Show video of [Emily Davison’s protest](https://www.youtube.com/watch?v=8qkU_imbFoE) at 1913 Epsom Derby * Give a brief explanation of the context of this video and provide the following writing prompt:   *‘When is a cause worth dying for?’* | Watch the video. Respond briefly to writing prompts in writing journals. | 10 mins |
| Participate | * First read through of speech or listen to [recording](https://www.youtube.com/watch?v=Olwit2qIQgk) | Listen to speech or take turns to read the speech aloud. | 15 mins |
| * Provide students with a CAPI template to fill in. **See Resource 1 below.** * Lead class discussion about specific ideas and insights related to protest in this speech. Notes from this discussion will constitute the ‘Ideas’ section of students’ templates. Ideas / insights might include: * Civil disobedience as a necessary form of protest * Violence as a last resort * Sacrifice for a higher cause * Protest as empowerment * Hypocrisy of the government | Fill in CAPI templates.  Contribute to class discussion about ideas, taking notes in the ‘Ideas’ section of the template. | 20 mins |
| * Second read-through of selected sections of speech. Model method of annotation of text structures and language features that students will use in their own written work later. **See Resource 2 below.** * Examples of aspects to focus on in this mentor text: * Engaging opening, first person pronouns, repetition, parallelisms, rebuttals, question and answer structures, rhetorical questions, imperatives, etc, reflect the text’s form of a persuasive political speech * Extended metaphor of civil war and militaristic language to strategically target male audience * The contrast of war and baby metaphors highlights how both domestic and military examples justify aggressive protest. * Varied sentence length and structure serve to engage audience and emphasise key points. * Direct, assertive, imperative language and unapologetic tone helps to create Pankhurst’s distinctive voice, which challenges social norms of the cultural context and serves her persuasive purpose. | Follow annotation method, offering thoughts and ideas on how text structures and language features reflect context and audience and serve authorial purposes.  *\*Students will use this method for subsequent mentor texts and their own written pieces, with a gradual release of responsibility by the teacher.* | 30 mins |
| Review | Give students time to add to word banks and add any further reflections to their writing journals. | Add any important or interesting vocabulary and expressions from mentor texts to word banks.  Return to initial writing journal entry. Add any further thoughts or insights after having studied Pankhurst’s speech. | 10 mins |

**Resource 1: Unpacking Mentor Texts - C.A.P.I.**

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| **Title and author of mentor text** |  |
| **Context**   * Mode - written, spoken, digital? * Setting / site - when and where was this text created, published and/or received by its audience? * What is the text type? * What event, issue or movement is this text in response to? * What is the topic or subject? |  |
| **Audience**   * Who is reading/viewing this text? * Who is it targeted at? * What are the social connections between writer and audience? |  |
| **Purpose**   * Why did the writer create this text? * To argue? * To express? * To explain? * To reflect? * What else? * Is there more than one purpose? If so, what are they? |  |
| **Ideas/Insight**   * What specific aspects of Protest are explored here? * What is this writing saying about Protest? * What insights does this writer offer about Protest? * How do these extend on or challenge your own ideas about Protest? * Which ideas or insights could inspire your own writing? |  |

**Resource 2: Annotating Texts**

**Annotating mentor texts**

1. After completing the CAPI ~~analysis~~ activity, allocate a highlighter colour to each element.
2. When annotating mentor texts, look out for language and structural features which reflect the CAPI

elements. Highlight them in the appropriate colour in the text.

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| **LANGUAGE FEATURES** might be: | | **STRUCTURAL FEATURES** might be: |
| * vocabulary * phrases / expressions * sentence structures * punctuation * imagery * colloquial language or slang * symbolism | * figurative language: metaphor, simile, hyperbole, personification, idiom * conventions of certain text types, e.g. persuasive techniques in a persuasive text (see forms and conventions sheet). | * headings or subheadings * openings and closings * paragraphs * sequence / order of information * repetition of words, phrases or structures |

1. Then, make a note in the margin about HOW the feature supports or reflects that element.

The example below shows an annotation of a language feature which links to both purpose and context:

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| EXCERPT FROM ‘FREEDOM OR DEATH’ SPEECH:  Now, I ask you, if women can do that, is there any limit to what we can do except the limit we put upon ourselves? | ANNOTATIONS:  *Use of personal pronouns and rhetorical questions are conventional for a persuasive speech and help Pankhurst fulfil her purpose to empower women by inviting the audience to reflect on their many achievements.* |

**SENTENCE STEMS FOR ANNOTATIONS:**

* *Use of [language/structural feature] allows the author to\_\_\_\_\_\_\_*
* *Use of [language/structural feature] is conventional for [text type]*
* *[Language/structural feature] here creates a sense of \_\_\_\_ helping the author achieve [specific purpose]*
* *This [language/structural feature] reflects the context of \_\_\_\_\_\_\_\_\_*
* *[Language/structural feature] specifically targets the audience of \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_*
* *The author’s \_\_\_\_\_\_\_\_ voice/tone is developed through [language feature/s] such as this.*

**Annotating students’ own writing**

Students follow the same method for their own writing.

**When planning**, students will decide which language and textual features to use to align with their chosen context, audience and purpose(s).

**Before writing,** they should rule or fold a line to create a column (about a third of the page) beside their writing.

**After writing**, they highlight their own language and structural choices as they have done for the mentor texts, using the sentence stems to make annotations which show how their writing is aligned to the chosen context, audience and purpose(s) of their text, including how they have incorporated a title and stimulus. They should clearly state their purpose, context and audience in their annotations. They can use first person pronouns ‘I’ and ‘my’ instead of ‘the author’.

Example of students’ own text with annotations of a language feature that aligns with purpose, context and audience.

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| OPENING OF SPEECH AT PROTEST RALLY  We are here today, not just to raise our voices but to challenge a system that profits from pain, fuels division, and trades in the tools of death.  We will not be silenced. We will not be ignored. We will not be told to accept injustice. We will not back down. We will not turn away. We will not rest until we’ve made our voices heard! | ANNOTATIONS:  *My use of inclusive language and adverb ‘today’ signals that this is the opening of a speech.*  *Indicates my purpose to argue against the Land Forces expo, using alliteration to emphasise words with connotations of violence.*  *My repetition of inclusive pronouns and negative modal verbs reinforces the idea of collective resistance as form of protest and engages the audience by creating a sense of rhythm* |