**Year 7/8 English**

**Narrative writing task — Language, identity and belonging**

**Suggested duration:** Two lessons

**Summary**

This task is designed to help students prepare for and complete creative writing tasks. Students will be required to write a narrative response to previously unseen prompts in time-limited exam conditions, followed by writing an extended narrative piece. Students will learn how to plan a narrative that delivers a strong theme. The theme for the unit is the dynamic relationship between language, personal identity and belonging. This theme will be used to develop empathy among the students about the impact that colonisation has had on the passing on of languages for many Aboriginal and Torres Strait Islander peoples and its effect on their sense of identity.

*The 2017 NAIDOC theme ‘Our Languages Matter’ reflects the impor­tance of language to Indigenous Australian communities. Our languages are not just a means of communication, they express knowledge about everything: Law, geography, history, family and human relationships, philosophy, religion, anatomy, childcare, health, caring for Country, astronomy, biology, zoology, cuisine, construction, design, just to name a few* (The Little Red Yellow Black Book*,* p. 44).

**Learning outcomes**

1. Students will create a literary text which delivers a strong theme using language features designed for a specific purpose and audience.

**General capabilities Cross-curriculum priorities**

Literacy Aboriginal and Torres Strait Islander histories and cultures

Critical and creative thinking Aboriginal and Torres Strait Islander histories and cultures organising ideas: 4, 5

Intercultural understanding

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Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622).

Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625).

Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721).

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Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632).

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736).

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 (ACELY1732).

**Provisions for differentiation**

**Learning support**

Students with learning difficulties may need more time to complete their written work.

**Extension**

Students could annotate their completed work to show that they can identify and explain the language and literary features they have created and the effects of those elements upon the meaning and impact of their work.

**Resources**

* Copies of the **Assignment guide and sheet** — one per student
* *The Little Red Yellow Black Book* — *an introduction to Indigenous Australia* (4th edition), ‘Who we are’, Aboriginal Studies Press, AIATSIS, Canberra, 2018.

**For teachers**

Ensure that the guidance notes included in *The Little Red Yellow Black Book* teacher resource have been considered.

**Vocabulary**

Identity

**Preparation:** Make copies of the **Assignment guide and sheet** — one per student

**Step 1.** Distribute the **Assignment guide** and read through the material with the class, explaining the expectations and providing a clear example at each stage.

**Step 2**. Students will be asked to read the pp. 42-50 of *The Little Red Yellow Black Book* and complete their narrative response to the theme; the dynamic relationship between language, personal identity and belonging. This task is in preparation for the second task (step 3) which requires a longer response. Assign about 30 minutes for planning and writing.

**Step 3.** Distribute the **Assignment sheet** for the extended imaginative narrative writing task. Discuss the scenario provided and brainstorm ideas. This could be used as a formal assessment task. You may elect to make this a time-limited task.

**Assessment ideas**

Narrative writing rubric