

**Remember:
read the
Teacher Notes
first!**

Lesson 3

Extending ideas about visual and multimodal texts

Learning intention

Create a visual and/or multimodal text to communicate a message.

We have provided assessment rubrics at the back of this document (Appendix) for guidance as to how students may achieve the learning intention to differentiated standards.



Teacher Alert

*Year 7 students should concentrate on the use of **gaze, angle and social distance** to create perspective in their multimodal text.*

*Year 8 students should concentrate on any **allusions to other texts** that enhance and/or layer the meaning of their multimodal text.*

3.1 Create an imaginative, informative and persuasive multimodal text

Select an important but controversial rail safety issue for local youth in your community.

Ask students to work individually or in pairs to write a blog post (multimodal text) identifying the issue, the diverse views held about the issue and a promotional campaign to “fix” the issue. (Refer to youth safety websites like Fixers: <http://www.fixers.org.uk>)

The blog post should:

- Be approximately 200 words long,
- Use language features and structures designed to persuade, including:
 - a graphic poster (thumbnail and A2) and/or
 - a multimedia clip (2 minutes duration) and/or
 - a radio clip (20 seconds duration)
- Be supported by a Twitter stream conversation of at least five tweets (up to 140 characters per tweet) promoting the blog post to your followers.

The elements in the multimodal text should use representation, interaction and composition to create a clear message on how to help young people keep safe around trains and tracks.

Extension: Ask students to create a comment thread (of at least 10 comments) in response to their post. It should feature both comments that are supportive of and extend their arguments and comments that are dismissive of and challenge their points.

3.2 Justify a claim about the effectiveness of a visual or multimodal text

Ask students to write a persuasive text justifying a claim about the effectiveness of a visual or multimodal text in conveying a rail safety message.

Note: Their persuasive text can address the effectiveness or ineffectiveness of the text in communicating a rail safety message.

Ask students to **draft** the persuasive argument using the ‘**Justifying a claim**’ template as follows:

- **Select** a claim made about the effectiveness of a visual or multimodal text.
- **Express** opinions and different points of view about the claim using relevant languages features.
- **Identify** areas of agreement (and disagreement) about the claim – your reasons and objections to the claim.
- **Add a helping premise** to each reason and objection, explaining why these are reasons for and objections to the claim – “This reason supports the claim because...”; “This objection refutes the claim because...”
- **Identify** grounds and/or evidence in support of each reason or objection AND for each helping premise.
- **Judge** the strength of the overall reasons for the claim.
- **Judge** the strength of the overall objections to the claim.
- **Make an evaluation** of the overall claim based on the reasons and objections. “In conclusion/Overall I think...” etc.

Next ask the students to:

- **Write** an oral text from the draft outline in the template. .
- **Self and peer edit** the text – check for run-on sentences, eliminate unnecessary detail or repetition, and provide clear introductory and concluding paragraphs.
- **Rehearse** your presentation
- **Modify** the presentation in response to feedback from your group.
- **Deliver** this text in an oral presentation to an audience of your peers.
- **Seek** feedback on how the text might be improved.
- **Redraft** the text using the feedback provided.
- **Reflect** on, critique and further refine the text prior to recording (for video or podcast) your presentation and publishing online in a class blog or wiki.

Extension: Ask students to **create** a series of visual texts to persuade an identified audience. Use the texts as visual props during your presentation.

Justifying a claim

Select a claim made about the effectiveness of a visual or multimodal text in the previous activity. (Thesis)			
Thesis:			
Express opinions and points of view about the claim. (Possible arguments)			
Opinions:			
Identify areas of agreement (and disagreement) about the claim – your reasons and objections to the claim. (Argument points)			
Reason for claim:	Reason for claim:	Objection to claim:	Objection to claim:
Grounds/evidence/ example:	Grounds/evidence/ example:	Grounds/evidence/ example:	Grounds/evidence/ex ample:
Add a helping premise to each reason and objection, explaining why it is a reason for or objection to the claim – “This reason supports the claim because ...”, “This objection refutes the claim because ...” (Elaboration and explanation linked to the claim)			
This is a reason for the claim because ...	This is a reason for the claim because ...	This is an objection to the claim because ...	This is an objection to the claim because ...

Grounds/evidence/ example:	Grounds/evidence/ example:	Grounds/evidence/ example:	Grounds/evidence/ example:
Judge the strength of the overall reasons for the claim.		Judge the strength of the overall objections to the claim.	
Make an evaluation of the overall claim based on the reasons and objections. "In conclusion/Overall I think ..." etc. (Reinforcement)			

Appendix: Differentiated assessment rubrics

We have provided guidance for how students may achieve differentiated standards within these learning activities.

English

This rubric may assist you in assessing student achievements within the Australian Curriculum. Results can be recorded via your usual assessment record method.

Create a visual and/or multimodal text to communicate a message.

Extended ideas	<p>I can create a visual and/or multimodal text using different elements (representational, compositional, and/or interactive) to communicate meaning</p> <p>AND I can give reasons for the use of different elements</p> <p>AND I can evaluate the effectiveness of the use of different elements in my visual or multimodal text and rework my text to improve it</p>
Related ideas	<p>I can create a visual and/or multimodal text using different elements (representational, compositional, and/or interactive) to communicate meaning</p> <p>AND I can give reasons for the use of different elements.</p>
Loose ideas	<p>I can create a visual and/or multimodal text using different elements (representational, compositional, and/or interactive) to communicate meaning BUT I am not sure why or where to include the elements for best effect.</p>

Rail Safety

This rubric may assist you in assessing student achievements within the suggested rail safety outcomes of this lesson. Results can be reflected in the included [assessment of learning](#).

Create an action or product to help keep ourselves and others safe on and around the rail network.

(What have you done to help keep yourself and others safe on or around the rail network?)

Extended ideas	<p>I can create an action/product to help people keep safe on and around the rail network AND I can explain why the action/product will be effective in helping to keep people safe AND I seek feedback on the effectiveness of the [insert action/product] and make improvements in response.</p>
Related ideas	<p>I can create an action/product to help people keep safe on and around the rail network AND I can explain why the action/product will be effective in helping to keep people safe.</p>
Loose ideas	<p>I can create an action/product to help people keep safe on and around the rail network, BUT I am not sure if it will be helpful <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.].</i></p>