

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

Lesson 1

Bringing in ideas about the use of evaluative language in visual and multimodal texts

Learning intention

Describe how a visual or multimodal text uses evaluative language devices to communicate a message about the rail network.

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 9 students should concentrate on how evaluation can be expressed directly and indirectly using devices – for example, allusion, evocative vocabulary and metaphor.

Year 10 students should concentrate on how people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication.

1.1 Define terms

- What is a visual text?
- What is a multimodal text¹?
- What is evaluative language²?
- What is modality?

Refer to activities in Years 7 and 8 English Lesson 1 if students need to revise the meaning of the terms *visual text* and *multimodal text*. Clarify the technical vocabulary needed when looking for **representational** meanings, **interactive** meanings and **compositional** meanings within the text and between the text and the viewer. Also refer to the included resource **Question Prompts For Analysing Visual and Multimodal Texts**.

Ask students to:

- **brainstorm** all they know about *evaluative language* and how it is used to express an opinion or point of view. Use text, quotes, drawings and/or images to express these ideas. Provide examples of various texts and text types, including social media memes, using evaluative language as prompts if required.
- **place** these ideas on a separate blank hexagon. They can do this electronically using the HookED SOLO Hexagon Generator: <http://pamhook.com/solo-apps/hexagon-generator/>, via the iPad app [SOLO Hexagons](#), or manually using the included resource **HookED Hexagon Template**.
- **make connections** between individual hexagons by looking for reasons to make straight edge connections (tessellating the hexagons). Students should explain orally or by annotation why they have made the connection.
- **explore** the node where three hexagons share a corner (or simply look at a cluster of hexagons) and make a generalisation about the nature of the connected ideas.
- **step back** from the resulting tessellation (clusters of hexagons) and make a group/class claim – “Overall we think ‘evaluative language’ is [make a claim] ... because [give a reason] ... because [give evidence].”

Keep this definition statement as evidence.

¹ Multimodal text: combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations). ACARA | The Australian Curriculum | Version 6

² Evaluative language: positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: ‘She’s a lovely girl’, ‘He’s an awful man’, or ‘How wonderful!’), however, they can be left implicit (for example, ‘He dropped the ball when he was tackled’, or ‘Mary put her arm round the child while she wept.’) ACARA | The Australian Curriculum | Version 6

Introduce *modality* as a way to indicate the strength of an opinion or position by highlighting examples of modal verbs, adjectives, adverbs and nouns in an existing text. Then get students to change these modal features to change the nature of the opinion or perspective presented by the text. For example, change *must* to *should*, *obvious* to *probable*, *rarely* to *always*, and *requirement* to *possibility*.

Extension: Create a class wiki/database featuring examples of evaluative language and modal language. Build this resource as more examples are discovered.

Evaluative (and/or modal) language used to enhance the expression of an opinion or point of view	Example – insert an image or screen capture, or hyperlink to a visual or multimodal text, as an example of the use of the evaluative language feature.	Identify different viewers of the visual or multimodal text. e.g. young people, teenagers, retired people, new migrants.	Explain the possible effect of the evaluative language feature on these different viewers.

1.2 Identify the evaluative language used to express an opinion or point of view in a visual or multimodal text

Part A: Supported identification of evaluative language used to express an opinion or point of view in a visual or multimodal image

Model how to identify evaluative language (implicit and explicit) to express an opinion or point of view in a visual or multimodal text.

Students can choose between various texts and single text studies as follows:

Various texts study

Identify the persuasive and evaluative language features in a visual or multimodal text. You can refer to the included **Video and Poster Resources** or search online.

Show a range of railway-related visual and multimodal texts. Ask students to identify examples that meet the following criteria in the written and/or visual language of the text.

Persuasive text criteria	Written and/or visual text examples
Express an opinion or point of view.	“Your car won’t protect you if you ignore the signs.” http://www.behance.net/gallery/Rail-Safety/567099
Appeal to the emotions.	“My life is different now.” http://www.humancreative.org.au/portfolio/gr-life-different-now/
	“Take care, Daddy.” http://www.travellingartgallery.com/landscape/print/merchdetail/S732.html
Use evaluative language including allusion, evocative	“And trains win every time.” http://oli.org/news/view/OLI-awards-for-rail-safety-public-education-and-PSAs

vocabulary and metaphor.	<p>“Dumb ways to die” http://www.creativebloq.com/posters/poster-series-depicts-dumb-ways-die-6133374</p>
	<p>“You would never take a tiger for granted. Don’t do so with a train.” http://www.travellingartgallery.com/landscape/print/merchdetail/S483.html</p>
Make a judgement or evaluation about the idea.	<p>“Walking into danger” https://www.flickr.com/photos/themonster/5182415938/</p>
Portray ideas in a positive or negative way.	<p>“Don’t let this happen to you.” http://www.tracksafe.co.nz/KiwiRail%20A3%20poster.pdf</p>
	<p>“Remove your headphones, remove your risk” http://www.tracksafe.co.nz/media/posters-and-brochures</p>
Sound authoritative.	<p>“Getting hit is never fun” https://oli.org/education-resources/for-kids/safety-posters</p>
	<p>“Led by the North Dakota Safety Council” http://oli.org/news/view/OLI-awards-for-rail-safety-public-education-and-PSAs</p>
Use modal language to suggest different levels of certainty or obligation.	<p>“The most important stop of the day” https://www.smartrailworld.com/the-most-important-stop-of-the-day-worldwide-campaign-for-level-crossing-safety-marks-day-of-action</p>
Make a direct appeal for action.	<p>“Stay off. Stay alive.” http://www.gvernon.com/portfolio/print/trimet.htm</p>
	<p>“Don’t run the risk.” http://www.teara.govt.nz/en/ephemera/20592/promoting-level-crossing-safety</p>

Ask students to add annotations and mark-ups to texts to identify and explain visual and written language that shows positive or negative judgements or emotions about the rail network (people, places, objects and/or actions). Explain how the evaluative language features are designed to express a point of view that the viewer of the text might agree with or be influenced by.

Single text study

Explore how evaluative language, images and shapes work together to communicate an opinion or point of view in a visual or multimodal rail safety text.

Choose a visual or multimodal text to analyse with students.

Identify key words, phrases and images that convey ideas about the rail network – the places on the rail network, the people using the rail network, and/or the culture of safe behaviour on or around the rail network. Look for the use of evocative visual and textual language, allusions, metaphors, extended metaphors, metonymy, icons and/or symbolism.

Discuss the text with students. Ask them to:

- Identify the **context** and **purpose** of the visual or multimodal text.
- Identify an **opinion** or **point of view** expressed.
- Identify any **participants** (people, places and things – who, where and what) shown in the text.
- Describe how the participants are **connected/interact with each other** within the text and how this helps express the point of view.
- Describe how the participants are positioned to **connect/interact with the viewer** of the text and how this helps express the point of view.
- Identify any **evaluative language** (implicit and explicit). Look for textual and visual language devices such as allusion, evocative vocabulary and metaphor used to influence the viewer in particular ways.
- Identify any **modal language** used to modify the extent of the opinion or point of view expressed in the text.
- Identify **different viewers** of the texts.
- Identify **different value systems** that may be held by diverse viewers of the text.
- Describe how these different value systems may influence a **viewer's evaluation** of the text.

Refer to the included resources **Media and Multimodal Texts** or **Video and Poster Resources** for links to possible visual and multimodal texts that could be used in this activity.

Part B: Independent deconstruction of a visual or multimodal image

Ask students to work individually, in pairs or in small groups to:

Find an example of a visual or multimodal rail-related text featuring the present and/or the past – for example, a poster, image, blog post, video, meme, infographic, vlog, podcast, gamecast, Twitter stream or forum. The rail-related text should use evaluative language features (written and visual) to meet the criteria for a persuasive text. *Note: Teachers should approve the visual or multimodal texts selected for this activity to ensure they can provide for the depth of analysis expected at Year 9 and Year 10.*

Identify key words, phrases and images that convey ideas about the rail network – the places on the rail network, the people using the rail network, and/or the culture of safe behaviour on or around the rail network. Look for the use of evocative visual and textual language, allusions, metaphors, extended metaphors, metonymy, icons and/or symbolism.

Use the table below as a prompt to explore how the text uses:

- evaluative language including allusion, evocative vocabulary and metaphor, and
- modal language to suggest different levels of certainty or obligation.

Persuasive text criteria	Identify and describe the written and/or visual language feature used.	Explain how the language feature is used.
Express an opinion or point of view.		
Appeal to the emotions.		
Make a judgement or evaluation about the idea.		
Portray ideas in a positive or negative way.		
Sound authoritative.		
Make a direct appeal for action.		

Ask students to use the summary in the table to describe the different evaluative language features (and modal language modifiers) used in the text. To develop their description, they use the See Think Wonder strategy and the included resource **HookED Describe ++ Map**.

Ask students to place their visual or multimodal text in the centre of a large sheet of newspaper.

Ask students:

- **What can you see?** Describe the evaluative language in rectangles or Post-it notes placed around the edge of the text. Use technical language where appropriate.
- **Why do you think it is like that?** Use the speech bubbles to explain why you think it is like that. Why has it been used? Ask, “How does the evaluative language help me understand the opinion or point of view expressed in the text? Considering the different meanings people may take from the evaluative language, how does it affect the viewer (myself and others)?”
- **What does it make you wonder?** In the thought bubbles, suggest what the use of this evaluative language makes you wonder. How effective is the use of evaluative language with different viewers? How would you change it to make the message more persuasive for young people viewing the text? How would you change it to make it more effective for different ethnic communities?

Ask students to step back from the map and think about how the various uses of evaluative language are integrated into the visual or multimodal text. What is the effect of the evaluative language on the viewer? What was the writer’s purpose? How effective was the use of the evaluative language in the text?

Then ask: What bigger or different ideas are communicated through the use of evaluative language in this visual or multimodal text? Think in terms of social, political, cultural and environmental contexts and the time the text was made. Add these as annotations to the map.

Ask students to pair up with another group.

Compare and contrast the evaluative language features used in different visual or multimodal texts. Describe the features used in the two texts. Explain how they are similar and how are they are different. Suggest reasons for any similarities or differences. Make a generalisation about the use of evaluative language features in the two texts.

Extension: Ask students to work in groups to plan, rehearse and deliver a humorous “infotainment item” presenting graphics and text animations along with a spoken text that describes how rail safety visual texts were designed in the past.

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.

Describe how a visual or multimodal text uses evaluative language devices to communicate a message about the rail network.

<p>Extended ideas</p>	<p>My description identifies how evaluative language devices are used in a visual or multimodal text AND explains why these devices express evaluation in visual and or multimodal texts AND makes a generalisation about the effectiveness of the use of evaluative devices in the visual and multimodal texts.</p>
<p>Connected ideas</p>	<p>My description identifies how evaluative language devices are used in a visual or multimodal text AND explains why these devices express evaluation in visual and or multimodal texts.</p>
<p>Loose ideas</p>	<p>My description identifies how evaluative language devices are used in a visual or multimodal text.</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](#).

Identify potential hazards on and around the rail network.

(What are potential hazards on and around the rail network?)

Extended ideas	<p>I can identify many relevant hazards for people on and around the rail network <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i></p> <p>AND can explain why these hazards need to be managed to keep people safe</p> <p>AND can reflect on my role in helping to manage these hazards.</p>
Connected ideas	<p>I can identify many relevant hazards for people on and around the rail network <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i></p> <p>AND can explain why these hazards need to be managed to keep people safe.</p>
Loose ideas	<p>I can identify many relevant hazards for people on and around the rail network <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.].</i></p>