

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

Lesson 2

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

Learning intention

Explain why 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.

2.1. Compare texts used to promote rail safety

Ask students to share their **HookED Describe++ Map** from session 1.2 with another student:

Compare the two different visual or multimodal texts that you each analysed.

Look for similarities and differences in the way the texts use evaluative language and modal language modifiers.

Compare and contrast the evaluative language you identified; how it was used; the reasons why you think the evaluative language was used; how it makes you feel; and what it makes you wonder.

Next ask students to identify similarities and differences in use of evaluative language between rail safety texts used in different places (countries) and at different times (the past and the present).

For example, look for similarities in the use of evocative language, similes and metaphors in visual and multimodal texts in advertisements, book covers, railway posters, film promotions, film stills, cartoons, children's story books, CD covers, online media including blog posts and webpages, or photographs featuring rail travel.

Students can use the **features used in a multimodal text** table attached to help them in their discussion of the similarities and differences between visual or multimodal texts.

Revisit the initial group/class definition of evaluative language and improve it – “We think ‘evaluative language’ is ... because [give a reason] ... because [provide evidence].”

Extension: Ask students to create a visual checklist of the evaluative language features/techniques that they have located in visual or multimodal texts.

Students can develop their checklist by completing the following table.

Evaluative language features commonly used to express an opinion or point of view in visual or multimodal texts	Example – insert visual or multimodal text example of the use of the language feature.	Explain the possible effect of the evaluative language feature on different viewers.

Features used in a visual or multimodal text

<p>Evaluative language used in a visual or multimodal text to express an opinion or point of view on travelling by rail</p> <p><i>Examples below</i></p>	<p>Describe how the evaluative language has been used to express an opinion or point of view.</p> <p>[bringing in ideas]</p>	<p>Compare and contrast the use of the evaluative language in different visual or multimodal texts.</p> <p>[relating ideas]</p>	<p>Generalise about the effective use of evaluative language in visual and/or multimodal texts.</p> <p>[extending ideas]</p>
	Image 1.	Similarities:	
	Image 2.	Differences:	
	Image 1	Similarities:	
	Image 2.	Differences:	
	Image 1	Similarities:	
	Image 2.	Differences:	
	Image 1	Similarities:	
	Image 2.	Differences:	
	Image 1.	Similarities:	
	Image 2.	Differences:	
	Image 1.	Similarities:	
	Image 2.	Differences:	

2.2. Analyse a visual or multimodal text for evaluative language features used to express an opinion on rail safety

Interpret the evaluative language features used in the text, their purpose and their effect.

Ask students to find examples of **effective visual and/or multimodal texts with an effective message about rail safety**. Look for visual or multimodal texts on the resource list or find your own by searching advertisements (print and multimedia), resources from safety campaigns, transport posters, online media including blog posts and webpages, etc.

Note: Teachers should approve the visual or multimodal texts selected for this activity to ensure they hold sufficient challenge for analysis of evaluative language features (Year 9) or perspectives that change meaning (Year 10).

Use a *Stations* activity to analyse each visual or multimodal text.

Station 1: What is it?

Identify the visual or multimodal text.

(One idea)

What is the visual or multimodal text about? Who produced the text? When was it produced? Where was it displayed or used? What was the purpose of the text? Who was the intended audience for the text? What is the focus of the text – an idea, a place, a person or an event? What stands out in the text? What point of view is expressed? What other texts are alluded to in the text? What is the persuasive message in this text? What impact does the text have on you? How does the text make you feel?

Station 2: What is it like?

Describe the evaluative language features used in the visual or multimodal text.

(Loose ideas)

What evaluative language features have been used to convey the opinions and points of view in the visual or multimodal text? Look for examples of the effective evaluative language features identified in the previous activities. For example, are metaphors or analogies used to make the opinion or point of view seem more familiar to the viewer? Identify any symbols or icons used in the text and make suggestions about their evaluative purpose.

In addition, explore for the use of evaluative/persuasive architecture in effective multimodal texts published online.

For example, multimodal texts may: offer a favour (**something for free**), knowing the reader will feel a need to return the favour (**reciprocity**); ask you to “like”, “favourite” or “pin” the idea or spread it by re-tweeting, emailing a link, adding a badge or sticker to something (**commitment**); tell you about what others like you are doing on the site by providing data on numbers of downloads, popular purchases, detail on what others looked at/shopped for, number of retweets or favourites (**offer social proof**); refer to an expert or authority figure or an endorsement by an authority to enhance the truthfulness of a claim (**authority**); imply some opportunity or item is in short supply, limited in quantity or about to run out (**scarcity**); offer fake-comparison choices as decoys to frame the opportunity, idea or product as ideal (**framing**); direct the users’ attention by making what is most relevant to the viewer stand out (**prominence/salience**); provide possibility trees to clarify the steps needed to achieve the sought-after behaviour (**pathways**); use images or evaluative text to increase emotional engagement with the idea or reduce feelings of guilt about the behaviour (**cognitive biases**).

For more information, refer to:

Design with Intent: 101 patterns for influencing behaviour through design by Dan Lockton with David Harrison & Neville A. Stanton. ISBN 978-0-9565421-1-3

(PDF) <http://requisitevariety.co.uk/design-with-intent-toolkit>

Station 3: How and why?

Explain how and why the different elements and features have been used to convey the opinion, point of view or message in the text.

(Related ideas)

How and why are these evaluative language features used to convey the safety message in the visual or multimodal text? What is the writer’s purpose in using evaluative language in the text? How do the “evaluative language features” work together to reinforce or enhance the opinion or point of view expressed in the visual or multimodal text?

Station 4: How effective is it?

Express an opinion on the effectiveness of the use of evaluative language in a visual or multimodal text.

(Extended ideas)

Develop group or class criteria for assessing the effectiveness of the use of evaluative language and modifiers in a visual or multimodal text.

For example to what extent does the text: clearly identify the opinion or point of view of the rail safety message; use metaphor or simile to represent an opinion or point of view; allude to or draw on other texts, images or online memes¹ to enhance the opinion or point of view; use modifiers to present the point of view more persuasively; use identifiable symbols to represent a point of view or opinion; use layout to focus attention on a point of view or opinion expressed in the text; use colour to express appropriate mood or emotion to enhance the opinion; use frames to include the viewer in the rail safety message?

Ask students to work in groups to assess up to five visual or multimodal texts using a criteria ranking grid like the one below. Groups choose their own ranking criteria for comparing and ranking the texts (see attached **Criteria Ranking Grid** as an example).

Extension: Ask students to plan, rehearse and deliver a humorous presenting graphics and text animations along with a spoken text that describes how opinions on the best way to educate the public about rail safety have changed over time.

Use assumptions about listeners, viewers and readers to try to position them to accept a particular point of view about the best way to educate the public about rail safety issues.

Search for images of “early rail safety posters” online.

When students are looking at the images, ask:

- How did people understand “rail safety” in the past?
- Was “safety” an expected part of everyday life in the past?
- What methods were used to communicate rail safety messages in the past?
- In what ways have rail safety education messages and texts changed over time?

¹ Online meme: http://en.wikipedia.org/wiki/Internet_meme

For more information, refer to:

The Age: Safety Message May Be Falling Off:

<http://www.theage.com.au/victoria/safety-message-may-be-falling-off-20130914-2trrr.html>

Always Remember "Safety First!" – Railway Employee Safety Campaigns from 1913:

<http://turniprail.blogspot.co.nz/2011/05/always-remember-safety-first-railway.html>

Criteria ranking grid

Rank the texts using a scale from 1 = most effective to 5 = least effective.

Total the scores and circle the most effective visual or multimodal text overall.

How well does each visual or multimodal text: Example criteria inserted below.	Text A	Text B	Text C	Text D	Text E
clearly identify an opinion or point of view?					
use metaphor or simile to represent an opinion or point of view?					
allude to other texts, images or memes to enhance an opinion or point of view?					
use symbols to enhance an opinion or point of view?					
use evocative language to express an opinion or point of view?					
use modifiers to support an opinion or point of view?					
TOTAL					

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.

***Explain** why a visual or multimodal text uses evaluative language devices to communicate a message about the rail network.*

Extended ideas	My explanation of a visual or multimodal text gives reasons for the use of evaluative language devices to help communicate meaning AND explains why these reasons are relevant AND makes a generalisation about the effectiveness of the choices made.
Related ideas	My explanation of a visual or multimodal text gives reasons for the use of evaluative language devices to help communicate meaning AND explains why these reasons are relevant.
Loose ideas	My explanation of a visual or multimodal text gives reasons for the use of evaluative language devices to help communicate meaning.

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](#).

Explain how and why these approaches help us to keep safe on and around the rail network.

(How/Why do these management approaches keep us safe?)

Extended ideas	<p>I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i> AND can explain why these reasons are relevant AND can make a generalisation about the reasons why these approaches help to keep us and other safe.</p>
Related ideas	<p>I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.]</i> AND can explain why these reasons are relevant.</p>
Loose ideas	<p>I can give several relevant reasons why identified management strategies help us keep safe on and around the rail network <i>[using text, oral language, drawing, visual arts, dance, drama, music etc.].</i></p>