

## Lesson Plan - Secondary

**TOPIC:** EXPLORING CULTURAL IDENTITY THROUGH NARRATIVE AND PLACE

**DATE:** 2024

**YEAR:** 7-10

**KEY LEARNING AREA:** LITERACY, GEOGRAPHY

### LESSON DESCRIPTION/OBJECTIVE:

Students will investigate the concept of cultural identity and its connection to place, exploring how geographical factors influence cultural practices and beliefs. Objective: Students will analyse narrative texts that explore themes of cultural identity and place, examining how authors use setting and character to convey cultural experiences.

### GEOGRAPHY:

**ACHGK046:** The ways that places are perceived and valued differently by people.

**ACHGK048:** The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places.

**ACHGS049:** The ways that the environment influences the characteristics of places and how people interact with places.

**ACHGS050:** The influence of people, including the influence of Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia.

**ACHGS051:** The influence of people, including the influence of Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of places in Asia and the location of their major countries in relation to Australia.

### ENGLISH:

**ACELY1725:** Investigate how evaluation can be expressed directly and indirectly via characters, events, and settings in literary texts.

**ACELY1726:** Evaluate the impact on audiences of different choices in the representation of still and moving images.

**ACELT1611:** Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels.

**ACELY1727:** Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts.

**ACELY1728:** Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts.

# Lesson Structure

**TIME:**

**SEQUENCE:**

## Lesson Structure

**TIME: 10 MIN**

**GEOGRAPHY COMPONENT: INTRODUCTION (10 MINUTES):**

Begin the lesson by discussing the concept of cultural identity. Define cultural identity as the shared beliefs, customs, and traditions that shape the identity of a group of people.

Introduce the idea that cultural identity is often closely linked to the places where people live, including the physical environment, landscapes, and built structures.

**TIME: 20 MIN**

**ACTIVITY: MAPPING CULTURAL IDENTITY**

Provide students with a blank map of a region known for its cultural diversity.

Instruct students to research and identify cultural landmarks, historical sites, and significant places that reflect the region's cultural identity.

Encourage students to annotate the map with descriptions of each location and its cultural significance.

**TIME: 10 MIN**

**GROUP DISCUSSION**

Provide students with a blank map of a region known for its cultural diversity.

Instruct students to research and identify cultural landmarks, historical sites, and significant places that reflect the region's cultural identity.

Encourage students to annotate the map with descriptions of each location and its cultural significance.

## Lesson Structure

**TIME: 10 MIN**

### **ENGLISH COMPONENT: INTRODUCTION TO NARRATIVE TEXTS**

Transition to the English component of the lesson by introducing narrative texts that explore themes of cultural identity and place.

Provide students with excerpts from novels, short stories, or poems that vividly depict cultural landscapes and experiences.

**TIME: 20 MIN**

### **READING AND ANALYSIS:**

Instruct students to read the provided excerpts individually and annotate descriptions related to setting, character, and cultural identity.

Encourage students to consider how the author's use of language and imagery helps convey the cultural experiences of the characters.

**TIME: 5 MIN**

### **GROUP DISCUSSION AND REFLECTION**

Organise students into small groups and facilitate discussions about the excerpts they read.

Prompt students to reflect on how the setting influences the characters' cultural identity and shapes the narrative's themes and conflicts.

## Lesson Structure

**TIME: 20 MIN**

### **INTEGRATED ACTIVITY: CREATIVE WRITING TASK**

Challenge students to write a short narrative piece that explores themes of cultural identity and place, drawing inspiration from the mapped cultural landmarks and the narrative excerpts.

Remind students to incorporate sensory details, character development, and cultural insights into their writing.

**TIME: 5 MIN**

### **SHARING AND REFLECTION**

Invite volunteers to share their creative writing pieces with the class.

Facilitate a reflection discussion on the connections between geographical settings, cultural identity, and narrative storytelling, emphasizing the importance of understanding place in literature.

### **CONCLUSION**

#### **SUMMARISATION**

Conclude the lesson by summarising the key concepts explored, including the relationship between cultural identity, place, and narrative representation.

Encourage students to continue exploring these themes in their future reading and writing endeavors.

## Resources

### GEOGRAPHY RESOURCES:

- **Maps:** Blank maps of regions known for cultural diversity.
- **Access to research materials:** Books, articles, and online resources about cultural landscapes, cultural landmarks, and cultural identity.
- **Images:** Photographs or illustrations depicting cultural landmarks and significant places.
- **Writing materials:** Paper, pens, or digital devices for students to annotate maps and take notes during discussions.

### ENGLISH RESOURCES:

- **Narrative Texts:** Excerpts from novels, short stories, or poems that vividly depict cultural landscapes and experiences.
- **Writing Materials:** Paper, pens, or digital devices for students to write creative pieces.
- **Presentation Tools:** Access to presentation software or equipment for students to share their creative writing pieces with the class.
- **Discussion Prompts:** Guiding questions to facilitate group discussions and reflection on narrative excerpts and creative writing tasks.

### INTEGRATED RESOURCES:

- **Worksheets or Graphic Organisers:** Templates for mapping cultural landmarks and analyzing narrative excerpts.
- **Reference Materials:** Cultural atlases, dictionaries, or encyclopaedias for students to research geographical and cultural information.
- **Classroom Display:** Maps, images, and excerpts from narrative texts displayed around the classroom to stimulate discussion and provide visual aids.

### REFLECTION