

Teaching Pair 1

The Hate Race and Charlie's Country

Together with VATE, I would like to acknowledge the Dja Dja Wurrung people people of the Kulin nation as the Traditional Custodians of the land on which I live and work.

I pay my respect to Elders past and present, as well as any First Nations people attending this presentation.

This land has never been ceded. I pledge my support for the ongoing struggle for sovereignty.

Session overview

- a. Understanding the task
- b. Introducing the texts
- c. Close study of the texts
- d. Comparing the texts
- e. Writing
- f. Preparing for assessment

a. Understanding the task(s) from the VCAA

- From the VCE Study Design for Outcome 1 of Unit 4
 - Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- From Section B of the examination
 - knowledge and understanding of both texts, and the ideas and issues they present
 - discussion of meaningful connections, similarities or differences between the texts, in response to the topic
 - use of textual evidence to support the comparative analysis
 - control and effectiveness of language use, as appropriate to the task

b. Introducing the texts

- Understanding the role of contextual factors and predicting their role in the text
- Connecting local and global frameworks of structural racism
- Understanding the connection between social, cultural and individual reactions to these frameworks
- Framing central themes, issues and ideas through prior knowledge
 - Racism (institutional and interpersonal)
 - The gap between generations
 - The struggle of being an outsider
 - The formation of a national identity

c. Close study of the texts

- Mapping students' responses to texts
- Tools for dissecting the construction of the texts
- Comparison of pertinent passages in the text

d. Comparing the texts 1/5

- Racism
 - Opportunity to question the ways that racism is embedded in the institutions and culture of Australia
 - Broad range of responses to this relentless oppression
 - Comfort and solidarity to be found in groups and communities that are the targets of racist and violent individuals and institutions
 - What is constant and what is changing in the way that racism manifests in Australia

d. Comparing the texts 2/5

- The gap between generations
 - Gaps and silences that exist between generations of marginalised communities
 - Shared understanding between generations of oppression
 - Repeated experience of dislocation and oppression
 - Difficulty of maintaining and developing cultural practices

d. Comparing the texts 3/5

- The struggle of being an outsider
 - Institutional racism marginalising the experience and knowledge of people of colour
 - Social and cultural norms that shape the worlds
 - Both characters drawn to solitude; they find meaning and peace in the time that they spend alone

d. Comparing the texts 4/5

- The formation of a nation identity
 - Australian identity is predicated, at least in part, on exclusion
 - A relationship to the land dictates the degree to which a sense of identity and belonging is secure
 - Need for the evolution of a national Australian identity

d. Comparing the texts 5/5

- Exploring the names of the texts
- Considering the relationship between the texts and land
- Continuities and changes in the experiences of racism
- Intersection between gender and racism
- Students pairing identifying and comparing excerpts from the texts
- Students constructing and comparing narrative arcs
- The old faithful Venn diagrams
- Comparison of protagonists

e. Writing

- Structured writing at the sentence level using coordinating and subordinating conjunctions
- Writing at the sentence, paragraph and essay level
- Consider alternative evidence for their writing
- Analysis of essays

f. Preparing for assessment

- Construction and deconstruction of essay topics
- Close understanding of the texts
- Development of ways into comparison