



## Emblem of choice

In this unit, students have the opportunity to explore the symbols we have to represent our state of Western Australia. They explore how people may have applied the language of persuasion to convince government officials that these symbols are the best to evoke a sense of belonging, pride and identity. The learning experiences will allow students to explore the language and structure of persuasive texts and delve into the historical significance these symbols have to our state.

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| <p><i>This content description is applicable to the unit as a whole.</i></p> <p><b>Literature</b><br/><b>Literature and context</b><br/>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features</p> <p><b>Text structure and Organisation</b><br/>Understand how texts vary in complexity and technically depending on the approach to the topic, the purpose and the intended audience</p> <p><b>Language for interaction</b><br/>Understand that social interactions influence the way people engage with ideas and respond to others, for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group</p> <p><b>Literacy</b><br/>Identify the characteristic features used in persuasive texts to meet the purpose of the texts</p> | <p><b>Lesson One (1 hour)</b></p> <p><b>Our identity</b></p> <p>Explain to students they are about to engage in a type of a guessing game as an introduction to their learning over the next few weeks.</p> <p>Provide students with the Yes/No list of fruit and vegetables and explain the ‘Yes’ examples all come under the group of food we call a vegetable:</p> <ul style="list-style-type: none"> <li>• Yes – carrots</li> <li>• No – apples</li> <li>• Yes – cauliflower</li> <li>• No – banana</li> </ul> <p>Provide students with a Yes/No list of animals, including native animals from Australia and WA. Put Yes or No next to each animal to create a clearly defined grouping for example: those native to Australia.</p> <p>The group’s challenge is to come up with what all the yes examples have in common. They may come up with:</p> <ul style="list-style-type: none"> <li>• Australian animals</li> </ul> | <p>Student verbal responses and discussion and short written responses.</p> <p>Students select a new symbol for their classroom or school and create a short persuasive text to present to the principal justifying their choice.</p> | <p><i>Persuasive text framework.</i></p> <p><i>Task sheet and Marking guide.</i></p> |

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|            | <ul style="list-style-type: none"> <li>• WA Animals</li> </ul> <p>Source pictures of the official emblems or symbols of Western Australia and show students the pictures of the fauna, flora and fossil are all mentioned in the yes samples on their sheet.</p> <p>Ask students to share what the word 'symbol' means in relation to Western Australia.</p> <p><i>Symbols provide a visual representation of an idea or word and can be found everywhere. They are used to familiarise us with signs, products, brands, companies and governments.</i></p> <p><i>The Commonwealth of Australia and all the States and Territories have a range of identifying symbols that are used to produce a feeling of identity, pride or national belonging. As well as our Coat of Arms and flag, Western Australia has the animal, bird, floral, marine animal and fossil emblems that represent our State.</i></p> <p>Ask students to share any symbols they are familiar with.</p> <p>Discuss what their school uses as an</p> |            |           |

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|            | <p>emblem.</p> <p>Create a Y chart of what it looks like, feels like, and sounds like to be part of a club/school.</p> <p>Include:</p> <ul style="list-style-type: none"> <li>• How do you feel when you wear their colours and logo?</li> <li>• How do you feel when they win or play their best?</li> <li>• How do you identify with your club, the players and supporters? i.e. When you see the colours and the logo, you immediately identify with them or it and are reminded of your club.</li> <li>• Who makes the choices as to what symbols will represent our football team or represent our state?</li> </ul> <p>Explain to students that often the choices made by people have been influenced by others. It is about how well you are able to convince others that often decides what choice is made.</p> <p>In the next few lessons, we will be exploring the language and structure of effective persuasive texts.</p> |            |           |

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|            | <p><b>Lesson Two (1 hour)</b></p> <p><b>Convincing choices</b></p> <p>Share with students that the aim of today's lesson will be to examine the use of emotive language – words or phrases that create a particular emotional reaction from the reader; often created through the use of adjectives – and choice of words used when giving reasons for the choices we make.</p> <p>Ask students if they are convinced the choices of WA symbols produce a feeling of identity, pride and belonging.</p> <p>Discuss what each meaning entails.</p> <p><i>Pride represents how something makes you feel, something you are proud of.</i></p> <p><i>Belonging and identity reminds you what it is like to be part and something you like and enjoy.</i></p> <p>Ask students to rate each emblem they have been provided with on a scale of 1 to 5: strongly agree, agree, undecided, disagree strongly disagree and record reasons for their rating.</p> |            |           |

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|            | <p>Ask students to stand along a values line in response to how they rate the black swan as a WA symbol; from strongly agree to strongly disagree.</p> <p>Bend the line to match partners and ask students to share with their partners the reasons for their choice. Their partner, in return, has to repeat what they said to check for understanding.</p> <p>For example, “I strongly agree the black swan is a worthy symbol because it is the name of our river where I like to go swimming”.</p> <p>Ask for a group sharing and list vocabulary and language features as the beginning of a whole class reference for persuasive language.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Use of ‘because’ (providing reasons to support claim)</li> <li>• Emotive language, such as worthy, unique.</li> </ul> <p>Source and read information about symbols of</p> |            |           |

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|            | <p>WA using a keyword search: emblems of Western Australia.</p> <p>Ask students to list two new key pieces of information and/or insights they have gained from their listening.</p> <p>Share their responses with their group and choose three they agree with to present to the class.</p> <p>An example may be: <i>People in Europe had never seen black swans before so they are unique to Australia.</i></p> <p>Discuss reasons for the black swan being a worthy choice of emblem for WA. Research may be required.</p> <p>For example: <i>historical observations from early explorers in the sighting of black swans influencing the naming of the Swan River and recognised symbol of the early colony. Thus the uniqueness of the black swan compared to European white swan.</i></p> <p>As a class, compile a list of words which might help persuade people that the black swan is a worthy symbol.</p> |            |           |

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|            | <p>The following examples are useful:</p> <p>Emotion: graceful, endangered, splendid, treasured, nasty, toxic.</p> <p>Action verbs: battle, save, lose, repair, protect</p> <p>Think/feel believe, think, grateful, surprise, trust, hope, welcoming, special, agreed.</p> <p>Evaluative: important, simple, threatened, future focused, should, could, special association.</p> <p>Degree of certainty – used to agree or cast doubt: must, might, usually, never, sometimes, obvious preference, not surprising earliest times, as a result, supporting reasons.</p> <p>Conjunctions: therefore, because, if</p> <p>Connective words that link ideas to argument: as a result, although, however.</p> <p>Pair students to discuss the information/ideas so far.</p> <p>Share with students an eye catching title can hook people into wanting to read what you</p> |            |           |



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|            | <p>have to say. Provide an example.<br/><b>Extension</b></p> <p><i>An exploration of how catchy phrases and titles can sell newspapers can be achieved by providing students with a title and having them come up with the text.</i></p> <p>Work with the students to develop an eye catching title. Choose to work as a whole class or group activity.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Black swans, a surprising sight for new explorers</li> <li>• Black swans leads the way in WA.</li> </ul> <p>Explain to students the next part of the process in creating an effective persuasive text is to engage your audience in the very beginning (the introduction) as to what stance you are taking. You need to tell them clearly what you think.</p> <p>Engage in a think out loud with your students and develop an introduction. Refer to the <i>Persuasive Text</i> framework provided.</p> <p>Provide the following example for students.</p> |            |           |

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|            | <p>Include observations or annotations to demonstrate the persuasive elements used e.g. emotive language and key points.</p> <p><i>The black swan is a perfect symbol for our state. You see it gliding gracefully in the river around our beautiful city and in our rivers and lakes around our state. The black swan has been admired from the time when early explorers who named our river the Swan River arrived. The black swan reminds us of our history and it is around us every day to help us celebrate what we love about WA.</i></p> <p>Ask students to revisit their rating scale of state emblems to see if they would adjust in light of what they learned from their reading/listening.</p> <p>Have students make notes of the information they will include in their introduction.</p> <p>Reinforce an introduction should:</p> <ul style="list-style-type: none"> <li>● clearly state your opinion</li> <li>● preview important arguments</li> <li>● engage the reader's attention.</li> </ul> |            |           |

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|            | <p><b>Lesson Three (1 hour)</b></p> <p><b>How to be convincing</b></p> <p>Share with students how some 20 years ago pupils from Sutherland Primary School in Dianella convinced the State Government that they should adopt a fossil known as the Gogo fish as a fossil symbol for our state.</p> <p>Obviously the pupils from Sutherland School provided a convincing argument to the government officials to include the fossil emblem.</p> <p>Explain that although the persuasive text you are about to share was not written by the pupils, it could provide an insight into the features of a successful persuasive text.</p> <p>Refer to the <i>Gogo fish</i> resource provided.</p> <p>Explain to students that they need to consider the purpose and the intended audience of a text when they are writing as well as the text organisation and the appropriate language for that type of text i.e. a persuasive text.</p> |            |           |

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|            | <p><b>NB</b> You may like to examine purpose, intended audience, text structure and persuasive language features over a couple of lessons depending on the experience of your students.</p> <p>Have students share with a partner if they would increase their rating of the Gogo fish and give reasons why. How have they been convinced?</p> <p>Ask for a whole class sharing of responses to further reinforce the language and structure of persuasive texts.</p> <p>Provide additional examples of persuasive texts and highlight the language features and structure of persuasive texts.</p> <p>Ask students to form groups of three and provide a convincing argument as to why it would be a great idea to have a symbol of their choice as an emblem for their school.</p> <p>Students may choose the audience they intend to convince: school principal, fellow students and/or teacher, and that they will need to include the use of emotive language.</p> |            |           |

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|            | <p>One person presents at a time while the others provide positive feedback as to how convincing their member was.</p> <p><b>Lesson Four (1 hour)</b></p> <p><b>My conclusion</b></p> <p>Revisit the <i>Gogo fish</i> resource and share with students that it is missing a conclusion.</p> <p>Explain that all effective persuasive texts have a conclusion that restates the most important details again and links back to the introduction.</p> <p>Read the introduction first for listening.</p> <p>Read it again and ask the students to record three key ideas from the reading.</p> <p>Students share their three key ideas with the group and the group decides which ones are the most important.</p> <p>Share as a whole group and record responses. Tick responses already shared by other groups.</p> <p>Re-read the remaining three paragraphs one</p> |            |           |

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|            | <p>at a time and ask students to think about what could be added to their summary in their conclusion.</p> <p>Below is a suggestion of key ideas in the example text. Compile main ideas with the students first.</p> <p>The Gogo fish is a worthy emblem because it:</p> <ul style="list-style-type: none"> <li>• is an amazing prehistoric creature with secrets share</li> <li>• was found on our Kimberly coast around 130 million years before dinosaurs</li> <li>• inspires interest in science</li> <li>• ensures we care for the environment</li> <li>• embodies the pride of a world first find</li> <li>• adds important evidence of how animals evolved from the sea.</li> </ul> <p><b>Lesson Five ( 1 hour )</b></p> <p><b>Examples of persuasion</b></p> <p>Revisit the structures of a persuasive text: the title, main idea and introduction.</p> <p>Ask students to share how effective writers of persuasive text organise their arguments and reasoning.</p> |            |           |

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|            | <p>Revisit the language compiled over previous lessons. List below. What words help link arguments? Refer to connective list.</p> <p>What words help to create an emotive response? Refer to the evaluative, emotive-language list.</p> <p>What words can be used to reinforce their authority or certainty? Refer to degree of certainty language list.</p> <p>Reinforce how writers back up their main ideas with support and reasoning and how they use language and emotive vocabulary to convince their audience.</p> <p>Language list compiled over previous lesson:<br/>Emotion: graceful, endangered, splendid, treasured, nasty, toxic, harsh, fierce.</p> <p><b>Action verbs:</b> battle, save, lose, repair, protect.</p> <p><b>Think/feel:</b> believe, think, grateful, surprise, trust, hope, welcoming, special, agreed.</p> <p><b>Evaluative:</b> important, simple, threatened, future focused, should, could, <b>special association.</b></p> |            |           |

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|            | <p><b>Degree of certainty</b> (used to agree or cast doubt): must, might, usually, never, sometimes, obvious preference, not surprising, earliest times, as a result, supporting reasons.</p> <p><b>Conjunctions:</b> therefore, because, if.</p> <p><b>Connective word</b> (link ideas to argument): as a result, although, however.</p> <p>Provide each group with a sentence introducing a main idea and ask them to highlight the key information in the text that supports the main idea.</p> <p>Ensure that two groups receive the same sentence so comparison can be made and feedback provided.</p> <p>Explain each group is responsible for using the key information to write up to three sentences that provide evidence and support for the main idea.</p> <p>Ask students to consider and use the language features and vocabulary list compiled over the past lessons.</p> |            |           |



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|            | <p>Once completed, ask groups to swap responses to observe each other's responses and share positive feedback and ideas for improvement.</p> <p>After refining their draft, ask groups to practise an oral presentation of their work.</p> <p><b>Lesson Six ( 1 hour )</b></p> <p><b>Can I persuade you to adopt my symbol?</b></p> <p><b>Final task</b></p> <p>Distribute the <i>Task sheet</i> and <i>Marking guide</i></p> <p>Refer back to what <i>symbol</i> means.</p> <p>Explain to students that they need to choose a plant or animal from WA to be a symbol to represent their school or classroom.</p> <p>Once they have selected their symbol they need to come up with a list of reasons to justify their choice.</p> <p>Students then need to write a short persuasive text (three paragraphs) to present to the Principal convincing him/her theirs is the right choice to represent their school or</p> |            |           |

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|            | <p>classroom. This may take the form of a letter.<br/><b>Alternative</b></p> <p>Imagine our State government is seeking a new animal or plant emblem to represent Elizabeth Quay in Perth.</p> <p>What symbol would you like to persuade your audience to use?</p> <p>What about an insect or reptile for a change?</p> <p>Who are they trying to convince: a classmate, a Principal, a teacher or a government official?</p> <p>Students research to choose an animal they think they could create a convincing argument for to adopt as a symbol.</p> <p>Students can work in groups to present their ideas using the persuasive text framework.</p> <p>Organise a class debate to select best symbol. Invite members of council or state government.</p> <p>Write a letter to the local or state government to convince them to adopt their chosen symbol as a new emblem for WA.</p> |            |           |