

TOUCHDOWN

Title of Close Reading Text: From the Pen of the Lovely Large Wolf

Learning Intention:

I am learning to identify and question bias created by cultural contexts and how argument is influenced by perspective so that I can make decisions about how I structure my own arguments and include precise vocabulary.

Success Criteria:

- I can interpret words and discuss their literal and metaphorical interpretation
- I can explain how cultural context and representation affects my perspective of characters
- I can identify and explain how vocabulary plays a vital role in subjective and objective interpretations
- I can combine objective and personal arguments for persuasive effect
- I can identify and discuss the effect of causal connectives in persuasive writing.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>Teacher note: This entire text analysis is reliant on children being familiar with the traditional version of the Fairy Tale, The Three Little Pigs. If your children are unfamiliar with it, please provide time for children to engage with the traditional text first.</p> <ol style="list-style-type: none"> 1) Who is the narrator of the letter, and what is their perspective on the events described? 2) How does the narrator try to prove they are innocent? 3) What effect does the narrator’s tone have on the readers perspective of the events? 4) How has the narrator used humour in the text, especially through the examples they give to show they are innocent? 	<p>EN3-OLC-01 EN3-RECOM-01</p> <p>AC9E6LY02 AC9E6LY01</p>

	<p>5) How does this text differ from the traditional version of The Three Little Pigs?</p> <p>6) Do you prefer the traditional or alternate perspective of this text? Why? Discuss.</p> <p>7) Allow time for children to ask any questions they may have of the text.</p>	
<p>2nd Reading How it says it.</p> <p>Craft and Structure</p>	<p>1) How has the narrator used subjective language to portray themselves favourably?</p> <p>Teacher note: The title of the text is possibly the most obvious use of subjective language. From the Pen of the Lovely Large Wolf emphasises the wolf's innocence and appeals to the readers sympathy. Ask students if they can find any other examples of subjective language.</p> <p>Now compare this to the objective facts for contrast.</p> <p>2) How has the narrator contrasted their subjective language with objective facts? What examples of objective language can they find? What impact does this have?</p> <p>Teacher note: The narrator includes observations of the weather events such as a hailstorm, tornado and in addition the reactions of the pigs when they refused to let the wolf into their homes.</p> <p>3) Do you think the narrator is presenting a fair or biased portrayal of events?</p> <p>Teacher note: The analysis of bias is possible because many children know the traditional version of this Fairy Tale. They are also familiar with the cultural perspective that wolves are not to be trusted. Discuss how this is ingrained in our culture through other Fairy Tales such as The Boy Who Cried Wolf.</p> <p>4) What are other cultural perspectives of Wolves? Would this text be as successful in a culture that trusts and reveres Wolves?</p> <p>Teacher note: explore how perspective is influenced by personal, social and cultural contexts. Explore this concept further with children by watching the short video Context.</p> <p>5) When creating texts authors often use modal verbs to strengthen their argument for persuasive effects. Analyse the text for modal verbs that</p>	<p>EN3-OLC-01 EN3-RECOM-01 EN3-VOCAB-01</p> <p>AC9E6LY02 AC9E6LY01 AC9E6LA02 AC9E6LA06</p>

	<p>express certainty in the narrator’s argument. Ask children to skim and scan the text, highlighting examples when they find modal verbs such as can, could, may, should, must, have to, might, be able to, need to etc.</p> <p>6) How does the choice of modal verbs add to the credibility of the narrator’s story?</p> <p>Teacher note: Modal verbs make the narrator’s argument stronger by revealing how they feel about something and what they believe.</p>													
<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components, text cohesion, repetitions devices and language features.</p>	<p>1) Author’s often use words with multiple meanings including metaphorical meanings. Can you scan the text for examples where words have been carefully selected to create a precise metaphorical meaning.</p> <table border="1" data-bbox="491 952 1163 1637"> <thead> <tr> <th></th> <th>Literal meaning</th> <th>Metaphorical meaning</th> </tr> </thead> <tbody> <tr> <td>Skin and bone</td> <td>Wolf appears skinny , lean and malnourished</td> <td>The wolf is weak and vulnerable and therefore could not harm anyone.</td> </tr> <tr> <td>Back me up</td> <td>Support and endorse someone</td> <td>Scientists would not put their reputation on the line if it wasn’t true.</td> </tr> <tr> <td>Nature stroll</td> <td>A walk in the park or outdoors for well being</td> <td>People who stroll in nature are incapable of causing harm.</td> </tr> </tbody> </table> <p>Scan the text for further examples and discuss the literal and metaphorical interpretation that is being inferred.</p> <p>Teacher note: Tone plays a very important part of this persuasive text. Tone refers to the mood of the text created by the words carefully chosen and the way the narrator makes the reader feel.</p>		Literal meaning	Metaphorical meaning	Skin and bone	Wolf appears skinny , lean and malnourished	The wolf is weak and vulnerable and therefore could not harm anyone.	Back me up	Support and endorse someone	Scientists would not put their reputation on the line if it wasn’t true.	Nature stroll	A walk in the park or outdoors for well being	People who stroll in nature are incapable of causing harm.	<p>EN3-OLC-01 EN3-RECOM-01 EN3-CWT-01 EN3-VOCAB-01</p> <p>AC9E6LY02 AC9E6LY01 AC9E6LA03 AC9E6LY03 AC9E6LY06</p>
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	2) What is the overall tone of the text? Find examples in the text. Discuss.	
	I'd like to express my horror at the way the events of last week were represented in your newspaper.	In these three examples the narrator is trying to set the tone that they are a notable, honest, trustworthy member of the community. A person of high moral standing.
	It's slander, pure and simple	
	I hope my name is now as clear as my conscience.	
	According to your libellous account	
	I'd like to see a wolf with that much puff.	The narrator is fully aware of the bad reputation he has, and he is using that to persuade the audience with humour.
	You're in terrible danger!	
	My conscience stopped me. That's right, my conscience, not my rumbling tummy.	
	Little pig. You're in terrible danger	This is humorous also because it is ironic.
	<p>3) Allow students to identify any other examples where tone is revealed by the narrator. Ask students to write a gist statement which states what type of tone has been established by the narrator in this letter?</p> <p>e.g., By analysing the examples we have located in the text, I believe the narrator has established a tone of defence, using word play that presents the wolf as being an innocent victim, falsely accused. Humour is used carefully to deflect previous cultural perceptions of wolves, by incorporating them into his defence. E.g., he was warning them not trying to eat them.</p> <p>Link to creating text: Brainstorm with students modern day villains such as:</p> <ul style="list-style-type: none"> • Voldermort • Miss Trunchbull • Count Olaf <p>Ask children to include added examples.</p>	

	<p>In small groups, focus on one villain, and mind map all of their misdemeanours.</p> <p>Flip the language around, to present a different perspective, on where the villain is in fact misrepresented. Teacher may need to model this several times, in order for children to be successful. Gradually release control so that the children have more input.</p> <p>The group should have 3-5 examples of when/how a character has been misrepresented as the villain.</p> <p>Ask students to use the mentor text as a guide to write a persuasive letter, which presents the villain as a misunderstood hero.</p>	
<p>General follow up questions for each of the readings:</p>	<p>How do you know this? What evidence do you have to support that? Why do you think this? What examples can you find in the text?</p>	