

ORBIT

Title of Close Reading Text: Napoleon and the Battle of the Bunnies.

Learning Intention:

I am learning to comprehend and analyse texts that effectively experiment with elements in literature that do not follow form and function of a single genre and reflect and explain on how personal, social and cultural context is expressed in the texts we read.

Success Criteria:

- I can identify the purpose of the text and discuss how cultural perspective moulds how we comprehend text
- I can analyse forms and features of writing that have been incorporated into a text to suit the authors purpose.
- I can identify and discuss the use of grammatical structures within the text.

Reading	Text-Dependent Questions	Outcome:
<p>1st Reading What it says.</p> <p>Key ideas and details</p>	<p>1) What type of text has been written?</p> <p>Teacher note: The text is an informative historical narrative. The text provides a chronological account of Napoleon’s rise and fall, detailing historical events and anecdotes.</p> <p>2) What is the purpose of this text and why has the author structure the text in this way?</p> <p>Teacher note: The purpose is to inform readers about Napoleon’s life, achievements and a humorous anecdote about rabbit hunting gone wrong. The author has structured the text chronologically to present a cohesive historical narrative.</p>	<p>EN3-OLC-01 EN3-RECOM-01 EN3-UARL-01</p> <p>AC9E5LY02 AC9E5LE03 AC9E5LY04</p>

	<p>3) Identify causal connectives used within the text to establish cause and effect.</p> <p>Teacher note: Causal connectives such as “after”, “because,” and “so” are used to indicate cause and effect relationships. One example from the text “After the French Revolution, Napoleon became the commander of the First French Republic Army.</p> <p>4) Identify the use of objective language throughout the text which helps to reinforce the informative style of the text.</p> <p>Teacher note: Objective language presents facts without bias or opinion, maintaining an informative tone. Example from the text “Napoleon ruled from 1804 until 1814 and then again in 1815 during which time he came close to the goal of conquering Europe.</p> <p>5) Write a gist statement that reveals how well you understand the text.</p> <p>Teacher note: the text provides an informative overview of Napoleon’s rise to power, his peak achievements, a humorous anecdote about a rabbit hunt, and his eventual downfall, highlight the unpredictability of historical events.</p>																					
<p>2nd Reading How it says it.</p> <p>Craft and Structure</p>	<p>1) Identify the text structures and language specific to an informative text. Highlight text specific examples against the checklist. Discuss what has been included and omitted.</p> <table border="1" data-bbox="491 1413 1163 1921"> <tr><td>Headings</td><td></td></tr> <tr><td>Subheadings</td><td></td></tr> <tr><td>Information in chronological order</td><td></td></tr> <tr><td>Uses a topic sentence and supporting evidence</td><td></td></tr> <tr><td>Action verbs</td><td></td></tr> <tr><td>Relating verbs</td><td></td></tr> <tr><td>Present tense</td><td></td></tr> <tr><td>Noun groups</td><td></td></tr> <tr><td>Uses technical and subject specific vocabulary.</td><td></td></tr> <tr><td>Objective sentences</td><td></td></tr> </table>	Headings		Subheadings		Information in chronological order		Uses a topic sentence and supporting evidence		Action verbs		Relating verbs		Present tense		Noun groups		Uses technical and subject specific vocabulary.		Objective sentences		<p>EN3-OLC-01 EN3-RECOM-01 EN3-UARL-01</p> <p>AC9E5LE02 AC9E5LY03 AC9E5LY04</p>
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	<p>Discuss why some of these traditional elements are not included in this text. Suggest it is because of the historical narrative element of the text.</p> <p>2) Highlight and identify how the author has used logically sequenced paragraphs to help explain the events that occurred.</p> <p>Teacher notes: The author presents events in a logical sequence, beginning with Napoleon’s preparation for the rabbit hunt, detailing the rabbit hunt itself and concluding with their quick retreat.</p> <p>3) Discuss what broader contextual information has been included in this historical account of Napoleon. Why has the author chosen to include this information?</p> <p>Teacher notes: The text includes contextual information such as Napoleon’s victories, his political significance and the cultural practices of the time to provide a comprehensive understanding of the historical period. This additional information gives a glimpse into a cultural perspective that may differ to our culture. Discuss this with students, ensuring to highlight that what is deemed culturally appropriate now, may differ to past eras.</p> <p>4) Find examples where the author has used temporal, conditional, and causal connectives to build cohesion across the text.</p> <p>Teacher notes: Temporal, conditional and causal connectives such as “when,” “if,” and “because,” are used to link events and ideas throughout the narrative. Example from the text: “When he released the rabbits the confused rabbits did not scurry in fright but formed a fluffy army heading straight towards Napoleon and his men.”</p>	
<p>3rd Reading</p> <p>What it means.</p> <p>Language features, sentence structures, visual components,</p>	<p>1) Identify and discuss newly encountered words specifically Tier 2 and Tier 3 vocabulary. Ensure collective understanding across the group.</p> <p>Teacher notes: Tier 2 and Tier 3 words such as exile, conquering, and dominated are encountered in the text. These terms may require clarification and explicit instruction.</p>	<p>EN3-VOCAB-01 EN3-RECOM-01 EN3-SPELL-01</p> <p>AC9E5LY09 AC9E5LY04</p>

text cohesion, and repetition.	Tier 2	Tier 3	
	exile	French Revolution	
	conquered	First French Republic Army	
	dominated	Emperor	
	victorious	Commander	
	military	Treaties of Tilsit	
	domesticated		
	scurry		
	<p>2) Are there any morphemic structures in the vocabulary that help to determine meaning?</p> <p>Teacher note: Morphemic structures such as prefixes, suffices and root words can help decide the meaning of unfamiliar words.</p> <p>E.g., Conquering= Conquer (verb) + ing (suffix) meaning to overcome or defeat.</p> <p>3) Are there any words with an interesting etymological background? Ask students to scan the text for any words they think might derive from another language?</p> <p>Teacher note: Revolution is not surprisingly a French derived word. Although there is evidence that prior to this the word came from the:</p> <p>Latin= <i>revolutionem</i>= a revolving, turn, roll back.</p> <p>However, it is from the French mid-15th century where we see its current use:</p> <p>French = revolution= an instance of great change in affairs= overthrowing of an established political or social system.</p>		
General follow up questions for each of the readings:	<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>		