Grades

7-10

ENGLISH

Unit 1

“Origins & Ancient Times

(& Orderliness)”



Homeward

Education Support

English Grades 7-10

Origins & Ancient Times (& Orderliness)

SUMMARY:

Theme: *God's Orderly Hand in History*
Character Trait: *Orderliness*

Curriculum Connections (Australian Curriculum v9)

This term of lessons will cover Australian Curriculum Content Descriptions that address the following:

- Literature and Context
- Responding to Literature
- Examining Literature
- Creating Texts
- Language Features
- Communication

RESOURCES:

The lessons are designed to be self-tutorial giving the student comprehensive instructions. However, they will also need a few extra items...

- You will also need an **English Journal** (i.e., a lined exercise book for writing responses to questions, planning notes for creative projects, and other activities).
- A **Bible**
- It is also helpful to have a good **dictionary**.

To enjoy a richer learning experience, you could supplement the lessons with extra classic literature about the topics in this unit, from your local library.

Some suggestions for extra reading include but are not limited to...

- *"The Cat of Bubastes"* by G A Henty (highly recommended)

Prior to starting each week, review the recommended resources.

Contents

Topic	Description	Page
Topic 1	Why Words Matter	
Topic 2	Oral Story-telling & Ancient Cosmos	
Topic 3	Truth in Myth; History & the Earth	
Topic 4	Judgement, Survival & Sacred Stories	
Topic 5	Language, Confusion & Restoration	
Topic 6	Civilisation, Symbolism & Identity	
Topic 7	Covenant, Journey & Poetic Faith	
Topic 8	Monuments, Mortality & Meaning	
Topic 9	Assessment: If you are enrolled in a school or correspondence course, then they may require you to hand in your English Journal including the final assessment. You could include photographs of any practical activities or creative projects.	

To provide valuable feedback on the lessons in this study guide, contact Homeward Education Support 2226 Murphys Creek Rd., Ballard, Qld 4352 or via email at info@hesupport.com.au or 0438614452.

TOPIC 1	WHY WORDS MATTER

Topic 1 – Lesson 1: The Power of Words

Theme: Language as a Creative Force
English Focus: Understanding the role of words in shaping reality and relationships

Learning Objectives (adjusted)

By the end of this lesson, students will be able to:

- Reflect on how language – especially spoken and written words – can build up or tear down people and communities
- Examine how biblical language expresses power, creation, and moral purpose
- Identify personal examples of how words affect relationships and daily life
- Create a reflective paragraph that explores the ethical and spiritual impact of language
- Analyse and use language for positive influence and Christian growth

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Learning Goals:
By the end of this lesson, you will be able to:

- Reflect on how language is used in the Bible to create, bless, or destroy
- Understand the purpose and power of words from a Christian worldview
- Write a reflective paragraph about how words influence the world

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Bible Integration – God Spoke and It Was
Read the following passages carefully:

"And God said, 'Let there be light,' and there was light." – *Genesis 1:3*
"In the beginning was the Word, and the Word was with God, and the Word was God." – *John 1:1*
"Death and life are in the power of the tongue." – *Proverbs 18:21*

Think About It:

After reading the verses, write a 3-sentence summary of what each verse says about the purpose and effect of words. Then reflect:

- What kind of "power" is being described?
- How is this power different from what we often see in the media or politics?

- What is God's intention for our words, according to these Scriptures?

Reading: How Words Shape the World

Words are more than tools for giving directions or passing tests. According to the Bible, words are one of the most powerful forces in the world. With a word, God brought light into existence. With a command, He separated sea from sky, land from water.

And with a spoken promise, He entered into covenant with Abraham. Later, when Jesus came, He didn't just bring good deeds – He brought **words of life**. When He taught, people said, "No one has ever spoken like this man." He even calmed the storm by speaking.

Words can build up or tear down. A word of encouragement can give someone the courage to face their fears. But a harsh insult can leave scars that last for years.

Every culture on earth has its own words. From Aboriginal languages to ancient Hebrew, from English to Arabic – each people group uses words to pass on ideas, teach children, and tell stories.

Words matter. And in this course, you will learn not only how to read and write them, but how to **use them wisely**.

Activity: Word Power Exercise

Look at the list of words below. Decide whether each one gives life or brings harm. Then write one sentence for each word that **uses it for good**.

Word	Life-Giving or Harmful?	Your Positive Sentence
Truth		
Gossip		
Encourage		
Sarcasm		
Comfort		
Boast		

Writing Task: Reflective Paragraph
Title: "How Words Shape the World"

Write one well-structured paragraph (6–8 sentences) answering this question:

How can my words shape the world around me?

Before writing, record in your journal 2 examples from the lesson where words were used to create life (e.g. God's words in Genesis, Jesus calming the storm, someone encouraging someone else). Use one of these examples in your paragraph to support your ideas.

As you write, think about your audience. How could your paragraph encourage a younger student to speak wisely?

Use these sentence starters if helpful:

- "Words can be like…"
- "One time I said something that…"
- "I believe God wants us to use our words to…"
- "When people speak kindly, it can…"
- "If we're not careful, our words might…"

Make sure to:

- Begin with a strong topic sentence
- Include at least one personal example
- Finish with a concluding thought

Reflection Questions:

1. What does it mean that Jesus is called "the Word"?
2. Can you think of a time when someone's words changed your day – for better or worse?
3. How can you speak life into someone this week?

Closing Prayer:
Heavenly Father, thank You for the gift of words. Help me to speak truth with grace, to build others up, and to honour You with my speech. May my writing this term reflect Your goodness. In Jesus' name, Amen.

Australian Curriculum Content Descriptions Addressed in this Lesson.

Year 7

- **AC9E7LA01** – Understand how language expresses and creates personal and social identities
- **AC9E7LE01** – Identify and explore ideas, points of view, characters, events and/or issues in literary texts
- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive and/or analytical

Year 8

- **AC9E8LE02** – Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts
- **AC9E8LY06** – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive and/or analytical

Year 9

- **AC9E9LE02** – Present a personal response to a literary text comparing initial impressions and subsequent analysis
- **AC9E9LY06** – Plan, create, edit and publish written and multimodal texts... for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
- **AC9E9LA01** – Recognise how language empowers relationships and roles

Year 10

- **AC9E10LA01** – Understand how language can have inclusive and exclusive social effects, and can empower or disempower people
- **AC9E10LE04** – Evaluate the social, moral or ethical positions represented in literature
- **AC9E10LY06** – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

Lesson 2: What Is Literature?

Theme: Understanding the Forms and Purposes of Literature
English Focus: Exploring the genres of literature and their role in expressing truth and beauty

Learning Objectives: By the end of this lesson, students will be able to:

1. Identify and describe the four main genres of literature: narrative, poetry, drama, and informational texts.
2. Recognise how different literary forms are used to express truth, beauty, and meaning from a Christian worldview.
3. Analyse short examples of each genre and reflect on how their form contributes to their message.
4. Write a reflective paragraph on the value and purpose of literature in faith and life.
5. Discuss how God communicates through diverse literary styles in the Bible.

Bible Integration – God's Word as Literature
The Bible is not just one kind of book – it is a **library** made up of many literary forms. Read these examples:

Narrative – "In the beginning, God created the heavens and the earth." – *Genesis 1:1*
Poetry – "The Lord is my shepherd, I shall not want." – *Psalm 23:1*
Wisdom Proverb – "A gentle answer turns away wrath, but a harsh word stirs up anger." – *Proverbs 15:1*
Prophecy – "He was pierced for our transgressions…" – *Isaiah 53:5*
Parable (Story with a Lesson) – "A sower went out to sow his seed…" – *Luke 8:5*

Think About It:

- Why do you think God gave us stories and poems instead of just commands and facts?
- Which form of Scripture do you enjoy most – stories, songs, proverbs, or prophecies? Why?

Record your reflections in your English journal.

Reading: The Forms of Literature

Literature is more than a school subject. It is the art of using **language** to express something **true**, **beautiful**, or **important**. It gives us windows into other people's thoughts, cultures, and faith. It can show us pain, hope, love, tragedy, and courage.

There are many genres of literature, but the four main ones are:

1. **Narrative** (Stories) – These include novels, short stories, biographies, and historical narratives. They tell about events and characters and often teach deep truths through experiences. *Example: The story of Joseph in Genesis.*
2. **Poetry** – Poems use rhythm, rhyme, and imagery to stir the heart. They may be short and symbolic or long and epic. *Example: The Psalms or Dorothea Mackellar's "My Country."*
3. **Drama** – This is literature written to be performed. It includes plays, dialogues, and sometimes film scripts. *Example: The book of Job reads like a heavenly courtroom drama.*

4. **Informational / Expository Texts** – These explain or describe something clearly and factually. They are still literature when written with purpose and elegance. *Example: Proverbs and parts of Paul's letters.*

Each genre communicates differently. Together, they reflect the richness of language as God intended it: for **truth**, **wisdom**, and **beauty**.

Mini Task – Literary Form Comparison:
Read the five biblical examples again (Genesis 1:1, Psalm 23:1, Proverbs 15:1, Isaiah 53:5, Luke 8:5).
For each, answer:

- What is the main purpose of this passage (e.g. to teach, to move emotions, to describe truth)?
- How does the literary form (story, poem, proverb, etc.) help achieve that purpose?
  Now choose two of these and compare them. Which do you find more powerful, and why?

[To the teacher: This supports Year 8–10 learners to **analyse and evaluate how text structures and language features are used** (AC9E8LE01, AC9E9LE01, AC9E10LE01).]

Activity: Genre Matching Table

Read the example on the left and the genre in the centre. Then explain how that genre helps communicate its message clearly.

Example	Genre	Why this form suits the message (1–2 sentences)
Jesus tells the story of the Prodigal Son	Parable	
Psalm 23 describes God as a shepherd	Poetry	
An article explaining how Noah's Ark could hold many animals	Informational Text	
A script of a debate between Job and his friends	Drama	
A short story set in Mesopotamia about a boy who wants to read cuneiform	Narrative	

Think-Pair-Share (Oral Discussion):
With a partner, choose one form of literature (e.g. poetry or narrative). Discuss:

- How this form can be powerful in expressing truth or emotion.
- Which Bible passage or story in that form has affected you personally?
  Share one idea from your discussion with the group or write a summary in your journal.

[**To the teacher:** This adds **collaborative speaking and listening** aligned with interaction skills in the Literacy strand.]

Writing Task: Reflective Paragraph
Title: "Why We Need Stories and Poems"

Write a short paragraph (6–8 sentences) answering the question:

Why does God use literature to speak to us?

Ideas to include:

- The Bible uses many genres.
- Stories can help us remember truth.
- Poetry touches the heart as well as the mind.
- Literature shapes how we see the world.

Use a topic sentence, at least one example from the Bible or history, and a strong conclusion.

Reflection Questions:

1. What's the difference between knowing something as a fact and feeling it through a story or poem?
2. Can you think of a time when a story or poem helped you understand something about God?
3. If you could write only one form of literature to explain your faith, which would it be – story, poem, or article? Why?

Closing Prayer:
Lord, thank You for giving us the Bible in many forms – stories, psalms, proverbs, and letters. Help me to read and write in a way that honours Your truth and stirs the hearts of others. May I learn to see You through every kind of word. In Jesus' name, Amen.

Optional Extension – Explore a Psalm
Choose any Psalm between 1 and 30. Read it aloud and answer the following:

- What is the main message?
- What images or emotions does it use?
- Would this message be as powerful if it were written as a fact sheet? Why or why not?

Australian Curriculum (v. 9) Linked to this Lesson:

Year 7

- **AC9E7LE01** – Identify and explore ideas, points of view, characters, events and/or issues in literary texts
- **AC9E7LA03** – Understand how language features can be used for particular purposes and effects
- **AC9E7LY01** – Use interaction skills when engaging with others to explore ideas and convey information

Year 8

- **AC9E8LE01** – Analyse and evaluate how language features are used to represent ideas, characters and events in texts
- **AC9E8LA03** – Understand how vocabulary and language features can be used for specific purposes and effects

- **AC9E8LY01** – Use interaction skills when engaging with others to explore ideas and express opinions

Year 9

- **AC9E9LE01** – Analyse and explain how language features and text structures are used in literary texts
- **AC9E9LA03** – Understand how vocabulary and language features can be adapted for different purposes, audiences and contexts
- **AC9E9LY01** – Use interaction skills to navigate and discuss ethical issues when evaluating how ideas and perspectives are presented in texts

Year 10

- **AC9E10LE01** – Evaluate how language features and text structures are used in literary texts
- **AC9E10LA03** – Understand how vocabulary and language features can be refined for particular purposes, audiences and contexts
- **AC9E10LY01** – Use interaction skills to explore and discuss challenging issues, justifying opinions and building shared understanding

Lesson 3: A Christian Worldview of Communication

Theme: God Honours Truthful and Meaningful Language
English Focus: Denotation, connotation, and the Christian use of language

Learning Objectives

By the end of this lesson, students will be able to:

- Distinguish between denotation (literal meaning) and connotation (emotional or cultural meaning) in vocabulary
- Analyse how language choices shape emotional response and moral tone
- Reflect on how connotation affects communication from a Christian perspective
- Use connotative language to write a short persuasive or devotional paragraph that uplifts and inspires
- Evaluate the ethical and spiritual implications of word choice in daily life and media

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Bible Integration – Let Your Words Be Truthful and Full of Grace
Read these passages carefully:

"Let your conversation be always full of grace, seasoned with salt." – *Colossians 4:6*
"Therefore each of you must put off falsehood and speak truthfully to your neighbour." – *Ephesians 4:25*
"The tongue has the power of life and death." – *Proverbs 18:21*

Think About It:

- What kind of language pleases God?
- What does it mean to be "seasoned with salt"?
- How can your words be full of both **grace** and **truth**?

Write a short reflection in your journal – about 4–5 sentences.

Reading: Denotation and Connotation – The Two Layers of Language

Every word has a **denotation** – its exact, dictionary meaning. But many words also carry **connotations** – feelings, associations, and ideas that go beyond the literal definition.

For example:

- The word **"home"** denotes a place where someone lives.
- But it connotes comfort, safety, warmth, and belonging.

Another example:

- **"Snake"** denotes a kind of animal.
- But it connotes sneakiness, betrayal, and danger.

Writers choose their words not only for accuracy but also for effect. A single word can **stir emotion**, **paint a mood**, or **suggest deeper ideas**.

As Christians, we must be wise in our word choices. Even if something is technically true, it may **mislead**, **harm**, or **deceive** depending on tone and connotation. God cares not just about what we say – but **how and why** we say it.

In persuasive writing and media, connotation is often used to shape opinions without stating facts directly. For example, calling a political decision "reckless" vs "bold" changes how the reader feels, even if the denotation of the action is the same. As Christian communicators, we should be alert to how word choice may persuade, manipulate, or uplift - and strive to reflect Christ's love in how we express ourselves.

[**To the Teacher:** This section aligns with: **AC9E9LA08** (vocabulary shaping tone); **AC9E10LY03** (language revealing values), and **AC9E7LA01** (identity and communication).]

Activity: Denotation vs Connotation Table

For each word below:

1. Write its denotation (dictionary meaning).
2. Write two or three possible connotations (feelings or ideas people might associate with the word).
3. Mark whether its usual tone is positive, negative, or neutral.

Word	Denotation (literal meaning)	Connotations (associated ideas)	Tone
Lion			
Cheap			
Childlike			
Rebel			
Cross			

Then answer:

- Can a word have a **positive** connotation in one context and a **negative** one in another? Give an example.
- Why should Christians think carefully about the connotations of the words they use?

Writing Task: Paragraph Using Connotation for Good
Title: "A Voice of Light in the Darkness"

Write a paragraph (6–8 sentences) that communicates a hopeful or Christian message using words with **positive connotations**.

Ideas:

- You could describe someone sharing God's love
- You could reflect on truth overcoming lies
- You could write about kindness spreading in a dark world

Try to:

- Choose words with strong, uplifting emotional tone
- Use at least 3 connotative words
- End with a sentence that leaves the reader feeling hopeful

Example starter:

"The room was still, but her words carried warmth like a flickering fire. She didn't raise her voice, but everything she said seemed to shine…"

Before you begin, brainstorm a list of 5–10 words that carry positive emotional tone (e.g. "light," "comfort," "restored," "welcome," "gentle," "shimmering"). Choose at least three to include in your paragraph. You may underline them when finished to help review your language effect.

[**To the Teacher:** This explicitly teaches students to *select vocabulary for stylistic and emotional effect*, supporting **AC9E9LA08** and **AC9E10LA01**.]

Reflection Questions:

1. When have you heard a word that meant something different than what was intended?
2. How do advertising, news, and media use connotations to influence people?
3. What habits can help you make sure your words reflect Christ's grace and truth?

Closing Prayer:
Lord, help me to speak truth in love. Let my words be clear and full of meaning, not to impress or deceive, but to honour You and build others up. Give me wisdom to know how my words affect others and grace to speak them kindly. Amen.

Optional Extension – Word Study Devotion
Choose a word from the Bible that has rich connotation, such as:
Shepherd, **Light**, **Bread**, **Rock**, or **Truth**.

- Look up how the Bible uses this word in different verses
- Record how each use gives extra emotional or spiritual meaning
- Write a short devotional paragraph about what the word teaches you about God

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Links to Australian Curriculum v.9:

Year 7

- **AC9E7LA01** – Understand how language expresses and creates personal and social identities
- **AC9E7LE03** – Explain the ways that literary devices and language features... influence emotions and opinions
- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive and/or analytical
- **AC9E7LY03** – Analyse the ways in which language features shape meaning and vary according to audience and purpose

Year 8

- **AC9E8LA02** – Understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor
- **AC9E8LE02** – Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts
- **AC9E8LY06** – Plan, create, edit and publish... texts... in ways that may be imaginative, reflective, informative, persuasive and/or analytical

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Year 9

- **AC9E9LA08** – Analyse how vocabulary choices contribute to style, mood and tone
- **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as extended metaphor, symbolism and intertextual references
- **AC9E9LY06** – Plan, create, edit and publish... written and multimodal texts... for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
- **AC9E9LY03** – Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group

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Year 10

- **AC9E10LA01** – Understand how language can have inclusive and exclusive social effects, and can empower or disempower people
- **AC9E10LY03** – Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes
- **AC9E10LY06** – Plan, create, edit and publish... texts... through experimenting with text structures, language features, literary devices and multimodal features...

TOPIC 2	ORAL STORY-TELLING & ANCIENT COSMOS

Lesson 4: Intelligent Ancients - Fact or Fiction?

Theme: Reclaiming the Genius of Early Mankind
English Focus: Biographical and creative nonfiction writing

Learning Objectives: By the end of this lesson, students will be able to:

- Compare biblical and secular views of early human intelligence
- Understand the genre of biography and its purpose in truth-telling
- Analyse how language choices affect tone and audience perception
- Plan and write a creative nonfiction biography using literary devices
- Reflect on the importance of worldview in shaping historical narrative

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Bible Integration – Early Mankind Was Intelligent
Read these selected verses from early Genesis:

"Then Cain built a city and named it after his son Enoch." – *Genesis 4:17*
"His brother's name was Jubal; he was the father of all who play stringed instruments and pipes." – *Genesis 4:21*
"Tubal-Cain… forged all kinds of tools out of bronze and iron." – *Genesis 4:22*

Think About It:

- What does this tell you about the skills of early people?
- Why do many modern books and films portray early mankind as dumb, slow, or primitive?
- How might our view of history change if we believed humans were intelligent from the beginning?

Write a short journal entry (about 4–5 sentences) responding to the question:
"How does the Bible's view of early mankind differ from popular culture?"

Reading: Rewriting the Narrative of Ancient Genius

In school textbooks, early humans are often described as cave-dwelling brutes who slowly evolved better tools over thousands of years. They're shown as hairy, hunched-over, grunting beings who didn't know how to speak, build, or worship.

But the Bible tells a different story. Within just a few generations of Adam, humans had built cities, invented musical instruments, developed metal tools, and farmed the land. These were **brilliant**, **creative**, and **responsible** beings made in the **image of God**.

Throughout history, ancient peoples have amazed us with their achievements:

- The Sumerians developed writing and complex laws
- Egyptians built vast pyramids without modern machinery
- Aboriginal Australians tracked weather patterns, stars, and animal movements using memory and oral tradition
- The Chinese created compasses, paper, and printing presses centuries before Europe

These examples show that intelligence isn't something that 'evolved' slowly – it was **designed into us from the beginning**.

Today, we'll practise writing a **creative biography** of an ancient person, real or imagined, who shows the brilliance of early humanity.

Many school texts frame early humans as unintelligent because they rely on evolutionary assumptions. These assumptions influence the *tone* and *structure* of their writing - often presenting opinions as fact.

As Christian writers, we must examine the **purpose** behind a text. Is it trying to inspire, inform, or persuade? Is it based on truth or worldview bias? In this lesson, you will practise using nonfiction writing not just to inform, but to honour God's truth and the dignity of early people.

[To the Teacher: This section directly supports: **AC9E9LY03** (language shaping perspective); & **AC9E10LY04** (organisation of ideas to achieve purpose)]

Activity: Explore a Real Ancient Innovator

Choose one of the following figures (or another ancient inventor of your choice) and research them for 10–15 minutes. Take notes about what they did and why it mattered.

- **Imhotep** (Egypt) – Architect, physician, engineer
- **Lu Ban** (China) – Legendary carpenter and inventor
- **Enheduanna** (Sumer) – First known female writer in history
- **Jubal** (Genesis 4) – Musician and father of instruments
- **Tubal-Cain** (Genesis 4) – Early blacksmith and metalworker
- **Aboriginal Elder (unnamed)** – Oral memory-keeper or tracker

Make dot points under these headings:

- Name and Time Period
- Main Achievements
- Skills and Knowledge
- Why They Inspire Me

✨ Optional Literary Device Focus

Before you do your writing task, brainstorm some literary techniques you might use in your biography:

- **Metaphor**: "His mind was a forge where ideas were shaped like glowing iron"
- **Personification**: "The tools seemed to sing as she worked"

- **Alliteration**: “Builder, blacksmith, and bearer of brilliance”
  Choose 1–2 techniques to include in your final paragraph.

[Supports: AC9E8LE06, AC9E9LE06, and AC9E10LE08 (creative literary construction)]

Writing Task: Biographical Composition
Title Suggestion: “Brilliance in the Beginning”

Write a **1–2 paragraph creative nonfiction biography** of the ancient person you researched. Use literary devices like imagery, metaphor, or dramatic detail to bring their story to life.

Include:

- A strong opening sentence that captures attention
- Descriptive language to show their intelligence
- A final sentence that reflects on what we can learn from them

Example opening:

“Long before skyscrapers and satellites, there walked a man who shaped copper and bronze like clay, heating the earth’s metals into tools that tamed wild soil…”

Use present or past tense depending on the tone you prefer. You may write it as a historical retelling, a “lost diary entry,” or a first-person speech if desired.

Reflection Questions:

1. Why is it important to tell the truth about ancient people?
2. How can stories about early mankind influence how we see ourselves today?
3. What story would you want someone to write about your life if you lived 4000 years ago?

Closing Prayer:
Lord, thank You for making humans in Your image with intelligence and creativity. Help me to see past false ideas and to recognise the brilliance of Your design. Teach me to honour those who have come before and to use my own gifts for Your glory. Amen.

Optional Extension – Comparing Ancient Biographies
Read two short biographies: one of a biblical figure (e.g. Noah or Enoch) and one from secular history (e.g. Imhotep or Lu Ban).

Create a Venn diagram comparing:

- View of human ability
- View of human purpose
- Role of God or the divine

Write a short conclusion: Which worldview best explains human innovation?

Advanced Extension Option:

Choose a modern article or textbook excerpt that describes early humans. Identify 3 examples of how language is used to imply primitiveness or low intelligence (e.g. “prehistoric man,” “simple tools,” “gradual development”).
Then rewrite one paragraph from a Christian worldview, describing the same people with dignity and creative intelligence.

[**Teacher:** This adds depth to worldview discernment and supports: AC9E9LY03 and AC9E10LY03 (evaluating implicit values and perspectives)]

Links to Australian Curriculum v.9:

Year 7

- **AC9E7LE01** – Identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts
- **AC9E7LE05** – Identify and explain the ways that characters, settings and events combine to create meaning in narratives
- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive and/or analytical

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Year 8

- **AC9E8LE06** – Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects
- **AC9E8LY06** – Plan, create, edit and publish written and multimodal texts... for purposes and audiences
- **AC9E8LA03** – Explain how texts are structured depending on their purpose and how language features vary

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Year 9

- **AC9E9LE06** – Create and edit literary texts... that experiment with text structures, language features and literary devices for purposes and audiences
- **AC9E9LY06** – Plan, create, edit and publish written and multimodal texts... that may be imaginative, reflective, informative, persuasive, analytical and/or critical
- **AC9E9LY03** – Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group

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Year 10

- **AC9E10LE08** – Create and edit literary texts with a sustained “voice”, selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences
- **AC9E10LY06** – Plan, create, edit and publish written and multimodal texts... through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences
- **AC9E10LY04** – Analyse and evaluate how authors organise ideas in texts to achieve a purpose

Lesson 5: The Stars Declare His Glory

Theme: Awe and Worship through Poetic Description
English Focus: Figurative language and descriptive writing

Learning Objectives - By the end of this lesson, students will be able to:

- Identify and explain poetic devices such as metaphor, imagery, simile, and personification
- Analyse how the heavens are described poetically in the Bible
- Reflect on the emotional and spiritual impact of observing creation
- Compose a descriptive paragraph or poem using poetic devices to express awe or worship
- Compare poetic treatments of the sky across sacred and secular texts

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Bible Integration – The Heavens Speak
Read the following Bible passages aloud or silently:

"The heavens declare the glory of God; the skies proclaim the work of his hands." – *Psalm 19:1*
"He determines the number of the stars and calls them each by name." – *Psalm 147:4*
"Can you bind the chains of the Pleiades? Can you loosen Orion's belt?" – *Job 38:31*

Think About It:

- How does the Bible describe the stars and heavens?
- Why do you think God created the sky to be so vast and beautiful?
- What emotions do you feel when you look up at the night sky?

Write 2–3 sentences in your journal about how the sky makes you feel about God.

Reading: Language of Awe – Poetry and the Universe

Humans have always looked to the skies with wonder. Before telescopes and satellites, people would lie on their backs and stare at the stars. They gave names to constellations, imagined stories in the sky, and used the stars to measure time and find their way home.

Even today, with all our knowledge of galaxies, black holes, and orbits, the night sky remains a place of **mystery** and **majesty**.

Poetry gives us a way to capture feelings that facts cannot. Where science describes the stars, poetry **celebrates** them. The Psalms often describe the skies in symbolic ways: stars that sing, heavens that shout, and planets that move like dancers in praise of their Creator.

As Christian writers, we can use poetic tools to help others see the sky with new eyes.

Poets often use the night sky to express things beyond science – like beauty, loneliness, awe, or eternity. Biblical poetry uses the stars to speak of God's glory. Secular poets may use the same images to express wonder or longing, but not always with a spiritual connection.

As you read Psalm 19 and other poems, consider:

- What tone is created through word choice and imagery?
- How do literary devices shape how we feel about the sky?

[**Teacher:** This supports: AC9E9LE05 **and** AC9E10LE05 (analysis of literary devices and text structure); AC9E8LE05 (tone and effect of sentence patterns and imagery)]

Activity: Poetic Devices Scavenger Hunt

Read this excerpt from *Psalm 19* (vv. 1–6) and look for examples of the following:

- **Imagery** (descriptions that appeal to the senses)
- **Personification** (giving human qualities to non-human things)
- **Metaphor or Simile** (comparisons)

Write down at least one example of each:

Device	Example from Psalm 19
Imagery	
Personification	
Metaphor/Simile	

Then answer: Why does the Psalmist describe the skies this way? What is the effect?

Writing Task: Descriptive Paragraph or Poem
Title Choice: "The Voice of the Sky" or "God's Galaxy"

Before writing your poem or paragraph, brainstorm 3–5 words or images that make you feel awe or wonder (e.g. shimmer, hush, spin, blazing, curtain of stars). Try using at least two of these in your final piece.

Consider your *tone*: Are you writing in quiet reverence, joyful celebration, or trembling wonder?

[This supports: **AC9E7LE03**, **AC9E8LE06**, **AC9E10LE08** (emotional effect through literary voice)]

Choose either a **descriptive paragraph** or a **poem** to complete this task. Use rich figurative language to describe one of the following:

- A single planet (e.g. Jupiter, Mars)
- A full night sky
- A galaxy or constellation
- A sunrise or moonrise
- A comet or meteor shower

Checklist:

- Use at least **three poetic devices** (imagery, metaphor, simile, personification)
- Focus on making your reader feel awe, wonder, or worship
- Include a final line that connects creation to the Creator

Example starter (poem):

They whisper secrets in ancient tongues,
The stars, bright witnesses to glory begun…

Example starter (paragraph):

Saturn rises slowly, crowned in rings of ice and light. It does not speak, but somehow it sings. A deep, silent hymn for the One who spun it in space…

Reflection Questions:

1. Do you think poetry is an effective way to express spiritual truths? Why or why not?
2. What do the heavens teach us about God's power and creativity?
3. What poetic device do you enjoy using most – simile, metaphor, personification, or imagery?

Closing Prayer:
Father, You stretched out the heavens and set the stars in place. Thank You for the beauty of Your universe. Help me to use words that reflect Your majesty and to write not just with skill, but with awe. Teach me to see Your glory wherever I look. In Jesus' name, Amen.

Optional Extension – Compare Two Poems about the Sky

Choose two of the following (or find your own):

- *Psalm 8*
- *Psalm 19*
- "When I Heard the Learn'd Astronomer" – Walt Whitman
- "Bright Star" – John Keats
- "The Planets" – Judith Wright

Instructions:

- Read both poems.
- In a short paragraph, compare their views of the sky.
- Which one draws you closer to God? Why?

After completing your comparison paragraph, write 1–2 sentences explaining which poetic devices helped you connect most with the poem's message. Was it metaphor, rhythm, imagery, or voice?

[This supports: AC9E10LE06 – evaluating how voice evokes emotional response; & AC9E8LE02 – forming a personal opinion about literary style]

Links to Australian Curriculum v.9:

Year 7

- **AC9E7LE03** – Explain the ways that literary devices and language features such as dialogue and images are used to create character, and to influence emotions and opinions in different types of texts
- **AC9E7LE06** – Identify and explain how literary devices create layers of meaning in texts including poetry
- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts... that may be imaginative, reflective, informative, persuasive and/or analytical

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Year 8

- **AC9E8LE02** – Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts
- **AC9E8LE05** – Analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect
- **AC9E8LE06** – Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects

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Year 9

- **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as extended metaphor, symbolism and intertextual references
- **AC9E9LE06** – Create and edit literary texts... that experiment with text structures, language features and literary devices
- **AC9E9LY06** – Plan, create, edit and publish written and multimodal texts... for purposes and audiences... that may be imaginative, reflective, informative, persuasive, analytical and/or critical

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Year 10

- **AC9E10LE05** – Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts
- **AC9E10LE06** – Compare and evaluate how "voice" as a literary device is used in different types of texts... to evoke emotional responses
- **AC9E10LE08** – Create and edit literary texts with a sustained "voice", selecting and adapting text structures, literary devices, and language for purposes and audiences

Lesson 6: Legends and the Sky – Evaluating Oral Tradition

Theme: Truth in Stories Passed Down
English Focus: Analytical writing and oral tradition as a source of cultural memory

Learning Objectives - By the end of this lesson, students will be able to:

- Identify features and functions of oral storytelling in various cultures
- Evaluate the worldview and values expressed in oral legends
- Compare spiritual or moral messages from cultural myths to biblical truth
- Write an analytical paragraph evaluating an oral tradition
- Compose a symbolic oral-style story that communicates a clear moral

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Bible Integration – Remembering by Retelling
In ancient Israel, storytelling was a sacred duty. God instructed His people to **pass down stories** of His faithfulness so the next generation would remember.

"Tell it to your children, and let your children tell it to their children, and their children to the next generation." – *Joel 1:3*
"We will not hide them from their children; we will tell the next generation the praiseworthy deeds of the Lord…" – *Psalm 78:4*

Think About It:

- Why did God ask His people to repeat His works through spoken words?
- What are the strengths of passing down stories by word of mouth?
- What could go wrong when stories are passed orally?

Write 3–4 sentences in your journal reflecting on the strengths and weaknesses of oral tradition.

Reading: Ancient Legends and the Night Sky

Before people wrote things down, they told stories. Around campfires, under starlit skies, elders and parents shared memories, lessons, and sacred tales with the younger generation. These **oral traditions** carried deep meaning, helped explain the world, and preserved identity.

Many ancient legends are tied to the sky:

- **Aboriginal Dreaming stories** describe constellations as ancestral beings walking the heavens
- **Greek myths** explain how heroes and monsters became stars
- **Babylonian and Egyptian stories** describe the sun as a god riding across the sky
- **Hebrew stories**, by contrast, declare that the **sun, moon, and stars are God's creation**, not gods themselves

Oral stories can contain **truth**, even when they are not **literal**. They may use imagery, metaphor, and symbolism to explain real values: the importance of bravery, the cost of pride, or the greatness of the Creator. Your job today is not to ask whether each story is "true" in a historical sense, but to ask:
What truth is this story trying to teach?

Oral storytelling isn't just about entertainment - it preserves identity, worldview, and values. By examining how different cultures explain the stars, we learn not only what they believed but how they viewed the Creator, the universe, and human purpose.

When analysing these stories, ask yourself:

- What is being honoured or praised?
- What does the story say about human responsibility or destiny?
- Does the story reflect fear, wonder, worship, or something else?

[This supports: AC9E10LE01, AC9E8LE01 – analysis of worldview and values in context; & AC9E9LY03, AC9E10LY03 – evaluation of language used to represent perspectives.]

Activity: Story Analysis Table

Read or listen to two short sky-related legends - either from Aboriginal Dreaming or another culture of your choice (or ask a parent/tutor to read them to you). Then fill in this table.

Story Title	Culture or Source	Sky Object Featured	Moral / Message	Biblical Agreement? (Yes/No/Partial)

Then write a short summary paragraph:

- What values do these stories teach?
- How do they reflect the worldview of the culture they come from?
- How does the biblical view of the heavens differ from that?

Writing Task: Analytical Response Paragraph
Title Suggestion: "Truth in the Sky Stories"

Before writing, underline or highlight phrases in your chosen legend that carry strong symbolic or moral meaning. Think about how they influence tone or suggest values. You may use direct quotes from the story in your paragraph if appropriate.

Use connectives such as *this suggests*, *this reflects*, *in contrast*, or *this reveals* to make your analysis more sophisticated.

[Supports: AC9E9LY06 and AC9E10LY06 – development of analytical writing structure and cohesion.]

Write one full paragraph (8–10 sentences) analysing **one oral legend** you studied. Use this structure:

1. **Topic sentence**: Name the story and its theme

2. **Summary**: Briefly describe what happens
3. **Message**: Explain what moral or idea the story teaches
4. **Evaluation**: Does it align with biblical truth? How or how not?
5. **Conclusion**: Why does this story matter today?

Example starter:

In the Aboriginal legend "The Emu in the Sky," the dark spaces between stars form the shape of an emu. The story teaches respect for creation and careful observation of the seasons…

Reflection Questions:

1. Why do cultures use storytelling to explain the world around them?
2. What makes a story powerful even if it's not historically factual?
3. What is one thing you've learned about God by comparing different sky stories?

Closing Prayer:
Lord, thank You for giving us stories that teach, inspire, and guide. Help me to honour the truth, even when it comes in symbols or pictures. Give me wisdom to see what is good in every culture and to recognise what is false. Thank You that Your Word is a story that is always true. Amen.

Optional Extension – Create Your Own Sky Legend
Invent your own story that explains a constellation or planet using symbolic characters and events. Your legend can be about a person who was placed in the stars for courage, loyalty, or humility. Try to include:

- A beginning, middle, and end
- A clear moral message
- A symbolic reason for how the object got in the sky

Title examples:

- *The Star of the Servant King*
- *The Girl Who Waited for the Dawn*
- *Why the Stars Sing at Midnight*

Write your story as a 3–5 paragraph myth or oral-style retelling.

After writing your myth or symbolic sky story, write a short note (2–3 sentences) explaining what moral or truth your story is meant to teach. This allows reflection on how **your own story** communicates values – just like the stories you analysed earlier.

[Supports: AC9E10LE04 and AC9E9LE06 – composing texts that convey moral or ethical meaning]

Links to Australian Curriculum v.9:

Year 7

- **AC9E7LE01** – Identify and explore ideas, points of view, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts
- **AC9E7LY03** – Analyse the ways in which language features shape meaning and vary according to audience and purpose
- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts... for various purposes, including reflective and analytical

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Year 8

- **AC9E8LE01** – Explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts
- **AC9E8LY03** – Analyse and evaluate how language features vary according to purpose and audience
- **AC9E8LE05** – Analyse how language features such as sentence patterns create tone, and literary devices such as imagery create meaning and effect

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Year 9

- **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as extended metaphor, symbolism and intertextual references
- **AC9E9LY03** – Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group
- **AC9E9LY06** – Plan, create, edit and publish written and multimodal texts... that may be reflective, analytical and/or critical

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Year 10

- **AC9E10LE01** – Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts
- **AC9E10LY03** – Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes
- **AC9E10LE04** – Evaluate the social, moral or ethical positions represented in literature
- **AC9E10LY06** – Plan, create, edit and publish... texts... for specific purposes and audiences in ways that may be imaginative, reflective, analytical and/or critical

TOPIC 3	TRUTH IN MYTH; HISTORY & THE EARTH

Lesson 7: Myths with a Moral

Theme: Stories That Explain – Truth or Trick?
English Focus: Comparing myths with biblical narrative; writing symbolic fiction

Learning Objectives - By the end of this lesson, students will be able to:

- Identify common features and purposes of ancient myths
- Compare the worldview of pagan myths with the biblical creation account
- Evaluate the difference between symbolic stories and historical truth
- Write an original symbolic myth that teaches a Christian-aligned moral
- Reflect on the power and limitations of myth in conveying meaning

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Bible Integration – Biblical Stories vs Pagan Myths
Read these key truths from Scripture:

"For we did not follow cleverly devised myths...but we were eyewitnesses of His majesty." – *2 Peter 1:16*
"The gods that did not make the heavens and the earth shall perish..." – *Jeremiah 10:11*
"In the beginning God created the heavens and the earth." – *Genesis 1:1*

Think About It:

- The Bible doesn't shy away from storytelling – but it is grounded in **truth**.
- Myths are often symbolic, poetic, and moralistic – but not historical.
- Why does it matter if a story is true or just meaningful?

Write a short paragraph (4–6 sentences) in your journal:
"How can we enjoy myths without confusing them with truth?"

Reading: Myths that Explain the World

Ancient people loved to tell stories – especially to explain things they couldn't measure or control. Why does the sun rise? Why do volcanoes erupt? Why do people die? Myths gave answers that made sense to the people of the time.

Here are a few examples:

- **Greek Myth (Prometheus):** A Titan gives fire to mankind, is punished by the gods – teaches about rebellion, sacrifice, and consequences.
- **Babylonian Myth (Enuma Elish):** The world forms from the body of a slain goddess – teaches about cosmic violence and power struggles.
- **Maori Myth (Rangi and Papa):** Sky Father and Earth Mother are separated by their children – explains the origin of space and the sky.
- **Genesis 1–3:** God creates the world through peaceful speech; humans fall by disobedience – teaches about divine order, goodness, and sin.

Notice the difference: many myths involve **violence**, **multiple gods**, or **random forces**. The Bible presents a **single Creator**, full of purpose and wisdom, who creates out of love – not chaos.

While myths often share deep symbolic meaning, they also reveal the worldview of the culture that created them. A culture's myth can reveal how people saw the gods, nature, good and evil, or life and death.

In contrast, the Bible claims to be *historical truth* grounded in eyewitnesses and revelation from the one true God.

When we compare myths with Scripture, ask:

- What does each say about the origin of the world?
- How are humans treated in the story – noble, fallen, forgotten?
- Who holds power – and how is that power used?

[This supports: AC9E9LY03, AC9E10LY03 – analysis of language used to represent values and beliefs; & AC9E8LE01, AC9E10LE01 – exploration of cultural context and worldview.]

Activity: Myth vs Truth Comparison Table

Fill in the following table using one ancient myth of your choice and the biblical account in Genesis 1–3:

Feature	Ancient Myth (Name)	Genesis 1–3
Number of gods		
How the world was made		
View of mankind		
Cause of suffering/death		
Message or moral		

Write 3–4 sentences beneath your table summarising:
What is the biggest difference between the worldview of the myth and the biblical creation account?

Writing Task: Write a Short Myth with a Moral
Title Suggestion: "The Legend of the Lost Light" or choose your own title

Today you will write your own symbolic story in the **style of a myth**. It will not be a true story – but it should teach a **truthful lesson**.

Your myth should include:

- **A beginning** that introduces a world and problem
- **A middle** with struggle or change
- **An ending** with a clear outcome and **moral**
- Elements of **symbolism** (characters or objects that represent ideas)
- A tone of mystery, beauty, or wonder

Example summary idea:

In a world with no shadows, a boy discovers a hidden cave where truth sleeps in silence. He learns that sometimes, people must walk through darkness to value the light...

Moral ideas you might explore:

- Truth can be hidden but never destroyed
- Pride leads to downfall
- Courage is born from loss
- What is given selfishly becomes a curse

Your myth should be 3–5 paragraphs.

Before writing, choose a **core truth or moral** you want your myth to communicate.
Write this in a single sentence:
"This story will show that…"
Example: *"This story will show that pride leads to downfall."*

Then brainstorm symbols that might represent your idea (e.g. darkness = lies, wind = freedom, fire = judgment). Try to include at least **one strong symbol** in your story.

[This supports: AC9E8LE06, AC9E9LE06, AC9E10LE08 – creative writing using symbols and literary devices; & AC9E10LE04 – embedding moral or ethical meaning in fiction.]

Reflection Questions:

1. What are some dangers of believing myths as if they were real history?
2. Can you think of a fictional story (book or film) that helped you understand a truth?
3. What would make your story honour God rather than confuse truth?

After rewriting a myth with biblical truth, reflect:

- What did you change, and why?
- How did your new version reflect God's character or truth more clearly?

[This deepens: AC9E10LE01 and AC9E10LE04 – evaluating texts based on worldview and moral position.]

Closing Prayer:
Father, thank You for giving us stories with purpose. Help me to think wisely about what I read and write. Let my stories shine light, not darkness. Give me creativity that glorifies You and truth that sets others free. In Jesus' name, Amen.

Optional Extension – Rewrite a Myth with Biblical Truth
Choose an existing myth (Greek, Aboriginal, Babylonian, etc.). Rewrite the story from a biblical worldview. You may change:

- The characters (replace gods with the Creator)
- The source of power (replace magic with divine purpose)
- The message (replace confusion with clarity)

Title examples:

- *The Mountain that Bowed to Its Maker*
- *How the Moon Learned to Obey*
- *The Fire that Came from the Voice of God*

Your rewritten version can be in prose (story form) or poetic form.

After rewriting a myth with biblical truth, reflect:

- What did you change, and why?
- How did your new version reflect God's character or truth more clearly?

[This deepens**:** AC9E10LE01 and AC9E10LE04 – evaluating texts based on worldview and moral position.]

Links to Australian Curriculum v. 9:

Year 7

- **AC9E7LE01** – Identify and explore ideas, points of view, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts
- **AC9E7LY03** – Analyse the ways in which language features shape meaning and vary according to audience and purpose
- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts... for various purposes (including imaginative, reflective, informative, persuasive, analytical)

Year 8

- **AC9E8LE01** – Explain how ideas and points of view represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts
- **AC9E8LY03** – Analyse and evaluate how language features vary according to purpose and audience
- **AC9E8LE06** – Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects

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Year 9

- **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as extended metaphor, symbolism and intertextual references
- **AC9E9LE06** – Create and edit literary texts... that experiment with structure, features and devices for purposes and audiences
- **AC9E9LY06** – Plan, create, edit and publish written and multimodal texts... that may be imaginative, reflective, analytical or critical

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Year 10

- **AC9E10LE01** – Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts
- **AC9E10LE04** – Evaluate the social, moral or ethical positions represented in literature
- **AC9E10LY03** – Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes
- **AC9E10LE08** – Create and edit literary texts with a sustained “voice”, selecting and adapting features for purpose and audience

Lesson 8: Vocabulary of the Earth – Geology in Language

Theme: Describing the Created Earth with Clarity and Power
English Focus: Developing scientific and descriptive vocabulary using metaphor and precision

Learning Objectives - By the end of this lesson, students will be able to:

- Define and accurately use key vocabulary related to geology
- Recognise the difference between scientific and poetic language
- Create similes and metaphors to enrich writing about natural landforms and processes
- Write a descriptive paragraph that combines technical accuracy and emotional expression
- Reflect on how language can honour God when describing His creation

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Bible Integration – God as Designer of the Earth
Read the following Scripture passages:

"The mountains rose, the valleys sank down to the place that you appointed for them." – *Psalm 104:8*
"Is there anyone like Me who created the earth, who determined its measurements?" – *Isaiah 40:12 (paraphrased)*
"For He founded it upon the seas and established it upon the rivers." – *Psalm 24:2*

Think About It:

- The Bible says God **shaped** the mountains and the sea. How does this reflect **intentional design**?
- If God made the earth with care and order, how should we speak and write about it?
- What might it mean to describe the earth in a way that brings glory to the Creator?

Write a few sentences in your journal responding to:
"How can science and faith work together in our descriptions of the world?"

Reading: Using Rich Language to Describe the Earth

Scientific writing gives us **precision** – a way to describe exactly what's happening. But descriptive writing gives us **emotion** – a way to help the reader feel what's happening.

Good writers often combine both. For example:

- A **scientist** might say: *"This is an extinct stratovolcano formed from multiple layers of hardened lava and ash."*
- A **creative writer** might say: *"The sleeping volcano rose like a jagged crown, cracked with the memory of ancient fire."*

Both are useful. The first tells us what it is. The second makes us feel what it's like.

Today you will practise using **both precision and imagination** to describe God's earth – especially its rocks, layers, and powerful forces.

Some words can be both scientific and poetic. For example:

- "Fault line" describes a crack between tectonic plates, but it can also be used to symbolise hidden tensions in life.

Activity: Earth Vocabulary Builder

Step 1: Learn and define these key geology-related terms:

Term	Definition (in your own words)
Sedimentary	
Igneous	
Metamorphic	
Crust	
Erosion	
Fault line	
Earthquake	
Volcano	

Step 2: Choose three of the terms and write **one metaphor or simile** for each.

Examples:

- "The volcano cracked open like a bursting seed."
- "Layers of sediment settled like pages in a forgotten book."
- "The fault line was a sleeping scar across the land's skin."

Writing Task: Descriptive Paragraph – The Voice of the Land
Title Suggestions: "When the Earth Spoke" or "Layers of Memory"

Write one **metaphor-rich paragraph** (8–10 sentences) describing either:

- A volcano, mountain, or canyon
- A powerful natural event (earthquake, eruption, landslide)
- A landscape shaped over time (valley, coast, desert rock formations)

Include:

- At least 3 geology terms correctly used
- At least 2 metaphors or similes
- A tone of either awe, fear, or wonder
- A closing sentence that reminds the reader that the land reflects its Creator

Example Starter:

The canyon yawned wide like a story told in layers. Red stone whispered of fire, while pale bands spoke of ancient rivers. Erosion had carved its tale, grain by grain, beneath the steady hand of time…

Reflection Questions:

1. How does using both scientific terms and poetic language deepen our understanding of creation?
2. Which metaphors helped you feel more connected to the land?
3. How can your writing about the natural world bring honour to God?

Closing Prayer:
Lord of the earth and sky, thank You for shaping the land with wisdom and beauty. Help me to see the story written in every rock and river. Let my words reflect Your glory, whether I write with facts or with feeling. In Jesus' name, Amen.

Optional Extension – "Geological Snapshot" Journal Entry
Go outside (or use a photograph of a natural feature – cliff, mountain, rock face, etc.). Spend 5–10 minutes observing it closely.

Then write a short journal entry (1–2 paragraphs) answering:

- What do you see? (Use science vocabulary.)
- What does it remind you of? (Use metaphor/poetic language.)
- What does it tell you about the power or patience of God?

Title example: *"The Rock at the End of the Field"* or *"Layers of Time"*

Links to Australian Curriculum v.9:

Year 7

- **AC9E7LA08** – Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings
- **AC9E7LE03** – Explain the ways that literary devices and language features… are used to influence emotions and opinions
- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive and/or analytical

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Year 8

- **AC9E8LA08** – Identify and use vocabulary typical of academic texts
- **AC9E8LE06** – Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects
- **AC9E8LY06** – Plan, create, edit and publish written and multimodal texts... for imaginative, reflective, informative, persuasive and/or analytical purposes

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Year 9

- **AC9E9LA08** – Analyse how vocabulary choices contribute to style, mood and tone
- **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as extended metaphor, symbolism and intertextual references
- **AC9E9LY06** – Plan, create, edit and publish written and multimodal texts... in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

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Year 10

- **AC9E10LA08** – Use an expanded technical and academic vocabulary for precision when writing academic texts
- **AC9E10LE08** – Create and edit literary texts with a sustained "voice", selecting and adapting language features, literary devices and structure for purpose and audience
- **AC9E10LY06** – Plan, create, edit and publish... written texts... in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

Lesson 9: Earthquakes, Wisdom and Catastrophe

Theme: Responding to Disaster – Personal and Literary Reflections
English Focus: Recount writing and reflective narrative

Learning Objectives - By the end of this lesson, you will be able to:

1. Explain how disasters in literature reveal character, values, and growth.
2. Identify and use language features (such as imagery, tone, and reflective narration) to express personal and emotional responses.
3. Construct a structured, descriptive personal recount that reflects on a natural disaster.
4. Compare different literary or factual accounts of disaster for tone, meaning, and hope.
5. Apply comprehension strategies to explore spiritual and emotional insights related to catastrophe.

Bible Integration – God's Power in the Quake
Read the following verses aloud or silently:

"The earth trembled and quaked, and the foundations of the mountains shook; they trembled because He was angry." – *Psalm 18:7*
"At that moment the curtain of the temple was torn in two... The earth shook, the rocks split and the tombs broke open." – *Matthew 27:51–52*
"Therefore we will not fear, though the earth give way and the mountains fall into the heart of the sea." – *Psalm 46:2*

Think About It:

- When natural disasters are mentioned in the Bible, they often reveal something deeper – God's judgement, presence, or power.
- How do you think people feel during and after an earthquake?
- Can disaster stories help us learn or grow?

Write 3–4 sentences in your journal responding to:
"What can natural disasters teach us about God, people, and ourselves?"

Reading: Catastrophe in Storytelling – Real Emotion, Real Growth

Disasters – whether natural or manmade – are powerful settings for storytelling.
They test characters, reveal fear or faith, and often lead to growth.

Think of these examples:

- **Noah's Flood** – the ultimate global catastrophe, but also a story of faith, obedience, and rescue
- **Pompeii** – an ancient city buried under volcanic ash, now a symbol of fragile beauty and lost time
- **Modern earthquakes or tsunamis** – often the subject of journalistic reports or survivor memoirs

Good writing about disasters captures more than broken buildings. It captures **emotion –** panic, awe, grief, courage – and uses **sensory detail** to bring the moment to life. It also reflects: *What did this event teach me?*

Activity: Vocabulary and Sensory Detail Builder

Complete the following table by adding words that match each sense. Imagine you are living through an earthquake or volcanic eruption:

Sense	Words or Phrases That Could Be Used
Sight	(e.g. cracking earth, tilting buildings)
Sound	(e.g. thunderous rumbles, shattering glass)
Smell	
Touch	
Emotion	

Now, using this list, write **one sentence** for each sense. Try to create vivid and realistic impressions.

Now that you have completed your sensory detail table, think for a moment - Reflect on how the vocabulary choices affect the tone. Are your descriptions fearful, hopeful, or awe-filled? Circle the three most emotionally powerful phrases you've written.

[This aligns with: AC9E8LE05 (imagery creating meaning and effect); & AC9E9LA08 (vocabulary contributing to tone and mood)]

Writing Task: Recount – The Day the Earth Moved
Title Suggestions: *When the Ground Broke*, *Through the Tremble*, or choose your own.

Write a **2–3 paragraph personal-style recount** in first person, describing your experience of a disaster (real or imagined). Use a clear structure (beginning, middle, end) and include:

- Past tense narration
- Vivid sensory and emotional detail
- Reflections on how the event affected your faith, worldview, or understanding of human strength

Include:

- Use of **past tense**, first-person ("I") narration
- **Sensory details** to describe the setting and experience
- Reflection on **what the event revealed** about life, God, or human nature

Example starter:

I didn't hear the quake coming. There was just a strange stillness – then the house groaned like an old man waking up. Dishes leapt off shelves. The ground buckled. Somewhere, a scream…

Additional Prompt (for Years 9–10):

Consider using symbolism or metaphor (e.g. "cracks in the earth like cracks in my certainty") to deepen emotional impact.

[This addresses: AC9E9LE05 / AC9E10LE05 (literary devices and deeper interpretation); & AC9E10LY06 (text structure experimentation for purpose and audience)]

Reflection Questions:

1. What kinds of inner strength or faith are revealed in disaster stories?
2. Why is it important to include emotion in a recount, not just physical facts?
3. Can natural disasters ever be part of God's plan to awaken or teach humanity?

Closing Prayer:
Lord, You are our refuge even when the earth shakes. Help me to remember that You are unchanging, even when everything around me feels uncertain. Let my writing reflect truth and bring comfort to others. Teach me to respond with both honesty and hope. Amen.

Optional Extension – Compare Two Disaster Accounts
Choose two disaster-related texts - one biblical and one secular. Write a short comparative paragraph:

- Describe the **tone and perspective** of each
- Discuss how the **context** influences the emotions or lessons
- Identify which account offers greater **hope or moral insight**, and explain why

[This directly supports: AC9E9LY05 / AC9E10LY05 (compare and interpret abstract or emotional ideas); & AC9E10LE01 (contextual evaluation of representations)]

Links to Australian Curriculum v.9:

Year 7

- **AC9E7LE01** – Identify and explore ideas, points of view, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts.
- **AC9E7LE03** – Explain the ways that literary devices and language features are used to create character, and to influence emotions and opinions.
- **AC9E7LY05** – Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas.
- **AC9E7LY06** – Plan, create, edit and publish written texts using appropriate structures and features to express imaginative, reflective and informative ideas.

Year 8

- **AC9E8LE01** – Explain the ways that ideas and points of view may represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts.
- **AC9E8LE05** – Analyse how language features such as sentence patterns and literary devices such as imagery create meaning and effect.
- **AC9E8LY05** – Use comprehension strategies to interpret and evaluate ideas in texts.
- **AC9E8LY06** – Plan, create, edit and publish written texts for imaginative, reflective and analytical purposes.

Year 9

- **AC9E9LE01** – Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts.
- **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as extended metaphor and symbolism.
- **AC9E9LY05** – Use comprehension strategies to compare and contrast ideas and opinions in texts.

- **AC9E9LY06** – Plan, create, edit and publish written texts that may be imaginative, reflective, informative, analytical or persuasive.

Year 10

- **AC9E10LE01** – Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts.
- **AC9E10LE05** – Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts.
- **AC9E10LY05** – Integrate comprehension strategies to analyse and interpret complex and abstract ideas.
- **AC9E10LY06** – Plan, create, edit and publish written texts by experimenting with text structures and features for specific purposes.

TOPIC 4	JUDGEMENT, SURVIVAL & SACRED STORIES

Lesson 10: Reading the Flood Stories of the World

Theme: Global Flood Narratives and the Search for Truth
English Focus: Comparative reading and critical thinking

Learning Objectives - By the end of this lesson, you will be able to:

1. Identify and compare narrative elements across flood stories from multiple cultures.
2. Analyse how different cultural and spiritual worldviews shape story meaning.
3. Evaluate the tone, message, and purpose of each flood account.
4. Construct a concise analytical paragraph comparing a biblical and non-biblical flood narrative.
5. Reflect on how stories influence worldview, memory, and truth.
6. Optional: Creatively adapt a myth to reflect a biblical understanding of justice and mercy.

Bible Integration – God's Judgement and Mercy in the Flood
Read Genesis 6:5–8 and Genesis 7:11–24.

"The Lord saw how great the wickedness of the human race had become... But Noah found favour in the eyes of the Lord." – *Genesis 6:5,8*

Think About It:

- Why did God send a flood according to the Bible?
- What does the story of Noah reveal about God's justice, mercy, and desire for new beginnings?
- Why might many cultures have a memory of a great flood?

Write a short response in your journal:
"What makes Noah's Flood different from other flood myths I've heard about or read?"

Reading: Stories of the Flood Around the World

Nearly every ancient civilisation has a flood story. These include:

- **Babylonian Epic of Gilgamesh** – Utnapishtim is warned by a god, builds a large boat, saves animals, sends out birds, and is granted immortality.
- **Greek Myth of Deucalion and Pyrrha** – The gods flood the world; a righteous couple survives in a boat and repopulates the earth.
- **Hindu Story of Manu** – A fish warns Manu of a flood; he builds a boat and is saved.

- **Aboriginal Australian Story (Various Nations)** – Floods come after disobedience; spiritual beings shape the land.
- **Biblical Account (Genesis 6–9)** – God judges human sin, instructs Noah to build an ark, saves righteous Noah's family and animals, and makes a covenant of peace.

Common Features Across Flood Stories:

- A divine or supernatural warning
- A chosen person/family
- A boat or vessel
- Animals preserved
- A great flood covering the earth
- A new beginning

But only the **Bible** presents a morally consistent God who acts with **justice, patience, and redemptive purpose**, offering a **covenant of grace** after the event.

Activity: Flood Story Comparison Table

Choose one non-biblical flood story to compare with Noah's account. Complete the table below using specific examples from both stories. Focus not just on plot, but also on **underlying values** (e.g. justice, mercy, punishment, purpose).

Element	Noah (Genesis 6–9)	Other Flood Story (Name it) ……....
Who caused the flood?		
Why was the flood sent?		
Who was saved?		
How were they warned?		
What happened after?		
Moral/Message		

Write 3–5 sentences below the table explaining:

- What is the key difference in **message or tone** between the two accounts?
- Which version offers hope, meaning, or redemption
- Consider how the worldview in each story influences the tone and message. What beliefs about the gods, humans, or the world are shown in the story?

[This addresses: AC9E8LE01, AC9E9LE01 (representation of values and cultural context); & AC9E9LY03, AC9E10LE05 (perspective and interpretation)]

Writing Task: Short Analytical Response
Title Suggestion: "What Makes Noah's Flood Unique?"

Write a one-paragraph analysis (8–10 sentences) using the information from your comparison table. Use the following structure:

1. **Introduce** the flood stories you're comparing
2. **Explain** their similarities
3. **Describe** the major difference(s)
4. **Evaluate** which one gives a stronger or more meaningful message
5. **Conclude** with a reflection on why this matters today

Example starter: "*While many cultures tell stories of a great flood, the biblical account of Noah stands apart in both tone and purpose. Unlike the Babylonian version in Gilgamesh..."*

Also: Use connecting phrases such as *similarly*, *in contrast*, *however*, *while the biblical account...*, to clearly express comparison and evaluation.

For Years 9–10, also aim to identify **symbolism or spiritual implications -** what do the flood and the covenant represent in each version?

[This aligns with: AC9E9LE05 / AC9E10LE05 – analysing intertextual connections and literary meaning; & AC9E10LY06 – analytical writing with crafted structure.]

Reflection Questions:

1. Why do so many cultures have a flood story?
2. What does this suggest about early human history?
3. How does knowing the biblical version affect how you read other myths?

Closing Prayer:
Lord, thank You for preserving the truth of Your Word across time. Help me to compare wisely, to search for truth carefully, and to honour You with how I read and reflect. Teach me to see Your justice and Your mercy in the stories of the world. Amen.

Optional Extension – Creative Rewrite of a Flood Story
Rewrite a non-biblical flood story as if it occurred in a biblical worldview. Keep the basic storyline, but explore how the **message would change** if the Creator God acted with justice, mercy, and covenant purpose.

You may retain names and plot points, but your version should highlight biblical truths about human sin, divine justice, and hope through grace.

Ideas:

- Replace false gods with the true Creator
- Emphasise justice, grace, and covenant

- Keep the structure, but adjust the worldview

Write it as a 2–3 paragraph retelling. Title examples:

- *The Ark of the Mountains*
- *When the Waters Rose*
- *A Flood of Mercy*

[This addresses: The purpose of transformation and worldview (AC9E10LE08 – creating with sustained voice and literary choices)]

Links to Australian Curriculum v.9:

Year 7

- **AC9E7LE01** – Identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts.
- **AC9E7LE02** – Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response.
- **AC9E7LY05** – Use comprehension strategies (e.g., visualising, questioning, inferring) to analyse and summarise information and ideas.
- **AC9E7LY06** – Plan, create, edit and publish written texts, selecting text structures and language features for reflective and analytical purposes.

Year 8

- **AC9E8LE01** – Explain the ways that ideas and points of view may represent values of individuals and groups in literary texts from different cultural contexts.
- **AC9E8LE03** – Explain how language and/or images in texts position readers to respond and form viewpoints.
- **AC9E8LY05** – Use comprehension strategies to interpret and evaluate ideas in texts.
- **AC9E8LY06** – Plan, create, edit and publish written and multimodal texts for reflective and analytical purposes.

Year 9

- **AC9E9LE01** – Analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts.
- **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as symbolism and intertextual references.
- **AC9E9LY03** – Analyse and evaluate how language features are used to represent perspectives on an issue or event.
- **AC9E9LY06** – Plan, create, edit and publish written texts for analytical and reflective purposes, developing and expanding ideas.

Year 10

- **AC9E10LE01** – Analyse representations of individuals, groups and places and evaluate how they reflect context in literary texts.
- **AC9E10LE05** – Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts.
- **AC9E10LY05** – Integrate comprehension strategies to interpret complex and abstract ideas.
- **AC9E10LY06** – Plan, create, edit and publish texts by experimenting with structures and features for reflective and analytical purposes.

Lesson 11: Flood and Faith – Persuasive Writing

Theme: Making a Case for Truth with Respect and Reason
English Focus: Persuasive essay structure and argument development

Learning Objectives - By the end of this lesson, you will be able to:

1. Understand and apply the structure of a persuasive essay or paragraph.
2. Use biblical reasoning, historical facts, or cultural patterns as supporting evidence.
3. Express a personal viewpoint respectfully and convincingly using persuasive techniques.
4. Address an opposing argument with grace, logic, and rebuttal.
5. Evaluate how tone, structure, and evidence influence the effectiveness of persuasive writing.
6. Practise civil discourse through written or spoken argument.

Bible Integration – Arguing for Truth with Wisdom and Grace
Read these verses:

"Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect..." – *1 Peter 3:15*
"Come now, let us reason together, says the Lord..." – *Isaiah 1:18*
"Let your conversation be always full of grace, seasoned with salt..." – *Colossians 4:6*

Think About It:

- What does it mean to "defend" your faith respectfully?
- Can someone disagree with you and still feel heard and respected?
- How should we use Scripture, reason, and tone when discussing controversial topics?

Write 3–4 sentences in your journal answering:
"How can I make a strong argument while still reflecting Christ's character?"

Reading: Making a Persuasive Case – Structure and Style

A persuasive text is designed to convince the reader to accept a certain viewpoint. It includes:

1. **Introduction** – State your position clearly
2. **Arguments** – Use 2 or 3 main points supported by evidence
3. **Rebuttal** – Address one opposing viewpoint and respond to it
4. **Conclusion** – Summarise and restate your position strongly

Good persuasive writing combines **logic, emotion, and credibility** (known as logos, pathos, and ethos). As Christians, we also draw on **biblical truth**, real-world evidence, and a tone of humility.

A persuasive text must match its purpose and audience. Writing for a Christian magazine might use Scripture and theological reasoning. Writing for a secular audience might focus more on archaeological or cultural arguments. Good writers adjust their tone and examples accordingly.

Today's topic:
"Did the Flood of Noah really happen, or is it just a story with a moral?"

You will write from either perspective:

- "Yes, I believe the Flood happened as the Bible records."
- or
- "No, I don't believe it was a literal worldwide event, but it still has value."

(Choose honestly, but use this as a writing exercise to develop skill.)

[This section has direct engagement with: AC9E7LY03 / AC9E8LY03 / AC9E9LY03 / AC9E10LY03 – language features tailored to audience and purpose.]

Activity: Planning Your Persuasive Response

Complete this table to help plan your writing.

Section	Your Notes
Position Statement	(What do you believe about the Flood?)
Argument 1	Give a fact, quote, or example (biblical, scientific, or cultural) to support your view
Argument 2	Include a second reason with different type of evidence (e.g. historical, moral, or symbolic)
Argument 3	(e.g. Moral/spiritual importance of the story?)
Rebuttal	What might someone say against your view? How can you answer with reason and kindness?
Conclusion	(How can you summarise your case clearly and confidently?)

[This section reinforces: AC9E8LY06 / AC9E9LY06 / AC9E10LY06 – expanding and developing ideas in persuasive structure.]

Writing Task: Persuasive Paragraph or Mini-Essay
Title Suggestion: "Why I Believe the Flood Was Real" (or adapt it to your position)

Now, write a persuasive text using the structure above. Aim for **2–3 well-developed paragraphs** (or one extended one with clear sections).

Include:

- A clear topic sentence
- At least 2 reasons with support
- One rebuttal of an opposing idea
- A strong concluding sentence

Example starter:

- *"The story of Noah's Flood is more than a myth – it is a true account of God's judgement and mercy. There are many clues from history and science that support the idea of a massive flood..."*

Extension for Years 9–10 students:

Challenge: Try to integrate at least one rhetorical device such as a rhetorical question, repetition for emphasis, or parallel sentence structure.

Rhetorical Examples: A rhetorical device is a linguistic tool that employs a particular type of sentence structure, sound, or pattern of meaning in order to evoke a particular reaction from an audience.

- Metaphor = *"He was bold as a lion. She was quiet as a mouse."*
- Repetition = *"We shall fight them in France, we shall fight them on the seas and oceans, we shall fight them on the beaches, we shall fight on the landing grounds, We shall never surrender"*
- Rhetorical question = *"If the story of the Flood is only a myth, why do cultures across the globe remember it the same way?"*
- The rule of three = *"This wasn't just water rising – it was justice, mercy, and warning in motion."*

[This section supports: AC9E9LA03 and AC9E10LA03 – adapting and evaluating text structure for greater impact.]

Reflection Questions:

1. Why is it helpful to practise persuasive writing on topics that matter to you?
2. How can you use persuasive writing to share your faith wisely?
3. What did you find most challenging – choosing evidence, writing clearly, or maintaining tone?

Closing Prayer:
Lord, give me wisdom as I speak and write. Help me to stand for truth with grace, and to defend what I believe in ways that are thoughtful and kind. Teach me to argue not to win, but to help others see Your light. In Jesus' name, Amen.

Optional Extension – Debate or Role Play Activity
With a family member, friend, or parent:

1. Choose two sides of the debate: "Was the Flood real or symbolic?"
2. Each person prepares one argument and one rebuttal.
3. Hold a friendly debate, taking turns to speak respectfully.
4. Afterwards, reflect: Did either of you learn something new?

Write a short paragraph summarising what the experience taught you about communication and persuasion.

Optional Extension – Clarity for Older Students:
Older students (Years 9–10) should also take note of rhetorical strategies used during the debate (e.g. appeals to logic, emotional tone, or credibility). Write a paragraph afterward evaluating what kind of argument or delivery was most persuasive and why.

Australian Curriculum v9 Content Descriptions

Year 7

- **AC9E7LA03** – Identify and describe how texts are structured differently depending on their purpose and how language features vary in texts.
- **AC9E7LE02** – Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response.
- **AC9E7LY03** – Analyse the ways in which language features shape meaning and vary according to audience and purpose.
- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts using persuasive and reflective language features.

Year 8

- **AC9E8LA03** – Explain how texts are structured depending on their purpose and how language features vary; recognise hybrid text structures.
- **AC9E8LY03** – Analyse and evaluate how language features vary according to purpose and audience.
- **AC9E8LY06** – Plan, create, edit and publish persuasive written texts using appropriate text structures, language features, and argument development.

Year 9

- **AC9E9LA03** – Examine how authors adapt and subvert text structures and language features for effect.
- **AC9E9LY03** – Analyse and evaluate how language features are used to represent a perspective of an issue.
- **AC9E9LY06** – Plan, create, edit and publish persuasive texts for specific purposes and audiences using relevant persuasive devices.

Year 10

- **AC9E10LA03** – Analyse text structures and language features and evaluate their effectiveness in achieving their purpose.
- **AC9E10LY03** – Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes.
- **AC9E10LY06** – Plan, create, edit and publish persuasive texts, experimenting with structure, tone, and language features for critical or persuasive purposes.

Lesson 12: Poetry of Storms and Survival

Theme: Finding God in the Midst of the Storm
English Focus: Reading and writing poetry that expresses emotion and truth

Learning Objectives - By the end of this lesson, you will be able to:

1. Analyse how poets use literary devices (imagery, metaphor, repetition) to communicate emotions or spiritual experiences.
2. Reflect on Psalms and poetry as responses to chaos, fear, or divine rescue.
3. Compose an original poem that expresses lament, prayer, or praise using poetic structure and device.
4. Evaluate the emotional impact and message of a storm-themed poem or Psalm.
5. (Optional) Perform your poem aloud using tone, rhythm, and volume to enhance meaning.

Bible Integration – Singing Through the Storm
Read these selected verses from Psalms:

"The waters rose and covered my soul... But I will hope continually, and will yet praise You more and more." – *Psalm 69:1, 71:14 (combined)*
"Then they cried out to the Lord in their trouble, and He brought them out of their distress. He stilled the storm to a whisper..." – *Psalm 107:28–29*
"Though the earth give way... we will not fear." – *Psalm 46:2*

Think About It:

- What do the Psalms teach us about crying out to God in chaos?
- How is a poem different from a plain description of pain or survival?
- What might it look like to write your own psalm?

Write 2–3 reflective sentences in your journal:
"How can poetry help me express trust in God, even when life feels overwhelming?"

Reading: Poems About Storms – Destruction and Deliverance

Poetry captures the emotions of a storm in a way that reports and science cannot. Through rhythm, image, and metaphor, a poem can make you feel the wind, taste the rain, or tremble with the thunder.

Here are examples of storm poetry you may explore (choose at least one to read carefully):

- *Psalm 29* – "The voice of the Lord is over the waters; the God of glory thunders..."
- *"Storm-Fury"* – Judith Wright (describes an Australian cyclone with vivid force)
- *"Rain"* – Hone Tuwhare (New Zealand poet giving rain a human voice)
- *"The Thunderstorm"* – Emily Dickinson ("The wind begun to rock the grass...")

As you read, ask:

- What senses does the poet appeal to?

- What emotions are stirred by the poem?
- Is there any spiritual meaning behind the storm?

Also note:

- How the poet uses structure (short lines? rhyme? repetition?) to affect rhythm and tone
- Whether the voice of the poem feels personal, distant, or divine
- How the storm is used symbolically (e.g., to represent struggle, fear, hope)

[Supports: AC9E8LE05, AC9E9LE05 – poetic structure and symbolism; & AC9E10LE03 – aesthetic and emotional effect.]

Activity: Poetry Response Table

Complete the table below for one poem (or Psalm) of your choice:

Poem Title & Author	What is literally happening?	Emotions or themes expressed	Favourite image or line

Answer: What does the poet want us to understand or feel by the end of the poem?

How do the poem's **literary devices** (like metaphor or repetition) influence your feelings or understanding of the storm?

[Aligns with: AC9E7LE03 / AC9E8LE05 / AC9E9LE05 – emotional impact of language devices.]

Writing Task: Compose Your Own Storm-Themed Poem
Title Choices: *The Storm That Spoke*, *God of the Tempest*, *Shelter*, or create your own

Write a poem (minimum 3 stanzas or 12+ lines) that expresses your personal or imaginative response to a storm. It can be:

- A **lament** (sorrow or confusion)
- A **prayer** (crying out for help)
- A **celebration** (praising God for deliverance or power)
- A **metaphor** (comparing the storm to an emotion, spiritual struggle, or fear)

Poetic Devices to Include:

- **Imagery** – Use the senses (sight, sound, touch, smell, taste)
- **Metaphor or simile** – Compare the storm to something else
- **Personification** – Let the wind or waves seem to speak or act
- **Repetition** – Emphasise a key phrase or word

Use at least three of the following devices: imagery, metaphor or simile, personification, repetition, sound effects (e.g., alliteration, onomatopoeia).

For advanced writers (Years 9–10): Consider structuring your poem with a turning point or shift in tone (from fear to hope, sorrow to praise).

Example starter:

The sky cracked open like a wound,
And thunder grumbled low and deep –
I stood, a speck beneath its howl,
Too small to fight, too still to sleep...

Editing your poem: After writing, re-read your poem and revise one line to make it stronger. Ask yourself: How can I increase the emotional or spiritual impact?

[Supports: AC9E9LE06 / AC9E10LE08 – editing to refine tone and literary effect; & AC9E10LE06 – emotional "voice" in poetry]

Reflection Questions:

1. What emotions did you feel while writing your poem?
2. Did it help you reflect on anything personal or spiritual?
3. How can your creative writing be used to encourage others?

Closing Prayer:
God of wind and wave, You are greater than any storm. When my heart is shaken or the world feels loud, help me to find shelter in You. Teach me to write words that bring peace, even in the midst of the storm. Amen.

Optional Extension – Turn Your Poem into a Spoken Word Performance

Practise how you vary your pace, pause, or tone for dramatic effect. Spoken poetry is a **performance**, not just reading. Consider filming your performance or presenting it to others as a reflection of truth in stormy times.

- Read your poem aloud, practising tone, rhythm, and volume.
- Record yourself or perform it to a family member or homeschool group.
- Add background music or storm sounds for effect (optional).

Reflection:

After performing, write 2–3 sentences about what changed when you spoke the poem aloud. Did you feel more connected to the meaning? Did the rhythm or imagery sound stronger?

[Supports: AC9E7LY02 / AC9E8LY07 / AC9E10LY07 – speaking and performing for audience impact; & AC9E10LE06 – poetic voice and audience response]

Australian Curriculum v9 Content Descriptions

Year 7

- **AC9E7LE01** – Identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts.
- **AC9E7LE03** – Explain the ways that literary devices and language features such as imagery and metaphor are used to influence emotions and opinions in poetry.
- **AC9E7LE07** – Create and edit literary texts that experiment with language features and literary devices.
- **AC9E7LY02** – Use interaction skills when presenting ideas and information, including evaluations of spoken texts (for spoken word extension).
- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts, using literary devices as appropriate to convey reflective and imaginative ideas.

Year 8

- **AC9E8LE02** – Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts.
- **AC9E8LE05** – Analyse how language features such as sentence patterns and literary devices such as imagery create meaning and effect.
- **AC9E8LE06** – Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects.
- **AC9E8LY06** – Plan, create, edit and publish imaginative and reflective texts for specific audiences and purposes.
- **AC9E8LY07** – Plan, create, rehearse and deliver spoken and multimodal presentations (for the spoken word extension).

Year 9

- **AC9E9LE02** – Present a personal response to a literary text, comparing initial impressions and analysis of poetic meaning.
- **AC9E9LE05** – Analyse the effect of text structures, language features and literary devices such as extended metaphor and symbolism.
- **AC9E9LE06** – Create and edit literary texts, experimenting with poetic structures, features, and literary voice.
- **AC9E9LY06** – Plan, create, edit and publish written and multimodal texts for imaginative, reflective, or analytical purposes.
- **AC9E9LY07** – Plan, create, rehearse and deliver spoken presentations for purpose and audience using appropriate language features and devices.

Year 10

- **AC9E10LE03** – Analyse how aesthetic qualities in text structures, language features and literary devices influence audience response.
- **AC9E10LE06** – Compare and evaluate how “voice” is used in different types of texts to evoke emotional response (especially relevant to spoken word delivery).
- **AC9E10LE08** – Create and edit literary texts with sustained voice, selecting and adapting structures, literary devices, and features for purpose and audience.
- **AC9E10LY06** – Plan, create, edit and publish written and multimodal texts using imaginative and reflective strategies.
- **AC9E10LY07** – Plan, rehearse and deliver spoken word or multimedia performances with attention to tone, rhythm and audience engagement.

TOPIC 5	LANGUAGE, CONFUSION & RESTORATION

Lesson 13: Babel and the Origins of Language

Theme: When Words Were Divided – Understanding the Purpose of Language
English Focus: Narrative writing and speculative fiction

Learning Objectives - By the end of this lesson, you will be able to:

1. Reflect on the power of language to unite or divide societies.
2. Analyse how speculative fiction uses imagination to explore biblical or historical truths.
3. Construct a short narrative using effective story structure, emotional insight, and sensory detail.
4. Use literary devices (e.g. metaphor, symbol, perspective) to enrich narrative voice and meaning.
5. Evaluate how perspective influences meaning by retelling a story from a different viewpoint.

Bible Integration – Confusion and Mercy at Babel
Read Genesis 11:1–9.

"Come, let Us go down and confuse their language so they will not understand one another." – *Genesis 11:7*
"So the Lord scattered them from there over all the earth." – *Genesis 11:8*

Think About It:

- Why did God divide human language at Babel?
- Was this an act of punishment, protection, or both?
- How does this moment shape the rest of human history?

Write 2–3 sentences in your journal:
"What might it have felt like to wake up and suddenly be unable to understand anyone?"

Reading: The Power and Fragility of Language

Before Babel, people spoke **one language**. They built a city together and tried to reach heaven with a tower. But their motives were wrong – they wanted to make a name for themselves, not glorify God.

God confused their speech, scattering them across the world. From that moment, **language became both a bridge and a barrier**. People formed new tribes, new words, and new ways of understanding the world. Over time, thousands of languages developed – each beautiful, but each dividing people as much as uniting them.

What if you were one of the people at Babel when the confusion happened? What if you were trying to call out to your friend, but they no longer understood you? What if you couldn't tell your family that you were scared or hungry?

This kind of imaginative thinking is part of what we call **speculative narrative –** a story that explores a "What if?" question. Today, you will write your own narrative imagining life during or after Babel.

Activity: Prewriting Brainstorm – Language Collapse

Choose one of the following scenarios (or invent your own):

- A boy wakes up at the Tower of Babel and finds no one understands him anymore.
- A young builder tries to keep working, but everyone is yelling in strange sounds.
- A mother searches for her child but can't ask for help – no one speaks her language.
- Two friends invent hand gestures to communicate after their language is lost.

Now answer these planning questions:

Question	Your Ideas
Who is your main character?	
Where are they when the confusion begins?	
What do they see/hear/feel?	
What problem do they face?	
How do they respond to the chaos?	
What lesson or message will your story show?	
What tone will your story have? (e.g. anxious, reflective, bittersweet, hopeful)	
Will you use metaphor or symbolism to represent communication or confusion?	
What narrative voice will you use – first-person (I) or third-person (he/she/they) – and why?	

[Purpose: This deepens students' understanding of narrative choices, aligning with: AC9E8LE06 / AC9E9LE06 – using structure and voice for effect; & AC9E10LA03 / AC9E10LE08 – selecting structure and features to match purpose.]

Writing Task: Short Narrative – The Day Words Broke
Title Suggestions: *Scattered*, *Tongue-Tied*, *The Language That Left Me*

Write a **speculative narrative** (2–3 paragraphs minimum) imagining what it was like to experience the confusion of languages at Babel. Your story should include:

- A clear beginning, middle, and end
- Begin with a **hook** – a moment of tension or emotional confusion
- First-person or third-person narration and Include **dialogue** or attempted communication, if possible
- Use **sensory details** to describe the scene: what is seen, heard, felt, facial expressions, gestures, confusion
- Emotional insight: fear, loss, frustration, or unexpected beauty
- End with a **reflection** on what was lost or learned through the scattering of languages, or how language affects unity and division.

Example starter: *"We were halfway through the day's work when the shouting started. At first, I thought someone was angry. Then I realised... they were using words I had never heard. My brother turned to me – but I couldn't understand him either. Something had broken between us, something bigger than stone or sky..."*

Advanced challenge (Years 9–10):

Try using **symbolism** (e.g. a broken tool, a silent bird, a crumbled wall) to represent communication loss or restored understanding.

[Purpose: Reinforces AC9E9LE05 / AC9E10LE08 – integrating extended metaphor or symbol.]

Reflection Questions:

1. What does your story reveal about the importance of communication?
2. How can differences in language lead to both isolation and creativity?
3. What do you think God's purpose was in confusing human speech?

Closing Prayer:
Lord of every tongue and tribe, thank You for the gift of language. Help me use words that build bridges, not walls. Teach me to speak truth in love, and to listen with grace when I do not understand. May I honour You in every language of my heart. Amen.

Optional Extension – Rewrite the Story from Another Perspective
Retell your narrative from a different point of view, such as:

- A person from a different family or tribe
- An angel observing the confusion from heaven
- An animal who senses the chaos but cannot speak

Write 1–2 additional paragraphs exploring how the event felt from this new angle. How does the perspective change the meaning of the story?

After writing your alternate point of view:

- Compare the emotional impact of the two versions. What changes?
- Which version creates more empathy or understanding – and why?
- Write a concluding paragraph evaluating how **point of view shapes meaning** in a story.

[Purpose: addresses - AC9E9LE01 / AC9E10LE01 – literary representation of others; & AC9E10LE06 – evaluating emotional response through "voice"]

Australian Curriculum v9 Content Descriptions

Year 7

- **AC9E7LA03** – Identify and describe how texts are structured differently depending on their purpose and how language features vary.
- **AC9E7LE01** – Identify and explore ideas, points of view, characters, and events in literary texts drawn from historical or cultural contexts.
- **AC9E7LE07** – Create and edit literary texts that experiment with language features and literary devices.
- **AC9E7LY06** – Plan, create, edit and publish imaginative written texts using appropriate structures and devices.

Year 8

- **AC9E8LA03** – Explain how texts are structured depending on their purpose and how language features vary; recognise that some texts are hybrids that combine different genres or elements.
- **AC9E8LE01** – Explain how ideas and points of view may represent values in literary texts from historical or cultural contexts.
- **AC9E8LE06** – Create and edit literary texts that experiment with language features and literary devices for specific purposes and effects.
- **AC9E8LY06** – Plan, create, edit and publish imaginative and reflective written texts for a specific audience and purpose.

Year 9

- **AC9E9LA03** – Examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements.
- **AC9E9LE01** – Analyse representations of people and places in literary texts drawn from cultural contexts.
- **AC9E9LE06** – Create and edit literary texts, that may be hybrids, experimenting with structure, voice and features for intended effect.
- **AC9E9LY06** – Plan, create, edit and publish imaginative, reflective and analytical written texts using appropriate features and structures.

Year 10

- **AC9E10LA03** – Analyse text structures and language features and evaluate their effectiveness in achieving purpose.
- **AC9E10LE01** – Analyse how literary representations of individuals and groups reflect context and values.
- **AC9E10LE08** – Create and edit literary texts with a sustained "voice", selecting and adapting structure, features, and devices for audience and purpose.
- **AC9E10LY06** – Plan, create, edit and publish imaginative texts experimenting with structure and literary features for reflective or analytical purposes.

Lesson 14: Exploring Language Families

Theme: *From One Tongue to Many – Mapping the World's Words*
English Focus: Informative writing, structure, and language classification
Biblical Theme: God's Design in Diversity after Babel

Learning Objectives

By the end of this lesson, you will be able to:

- Define what a **language family** is and explain how languages are classified
- Apply **comprehension strategies** to analyse and interpret how languages are connected
- Use **technical and academic vocabulary** to describe language relationships
- Plan and write an **informative report** that explains a language family's features, history, and global spread
- Reflect on how language diversity can express **God's creativity** and design for the nations

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Bible Integration – *Scattering and Diversity with Divine Design*

Start by reading Genesis 11:1–9 in your Bible. Pay close attention to verses 7–8:

"Come, let Us go down and confuse their language so they will not understand one another."
"So the Lord scattered them from there over all the earth…"

These verses describe the moment when all human language changed forever. But was it just a punishment? Or could it be that God used this moment to begin something much bigger – a tapestry of cultures, peoples, and tongues that would one day be united again in Christ?

Write in your Journal:

Write 3–4 thoughtful sentences answering this question:
"How can language diversity reflect God's creativity and design?"

Content Descriptions Addressed:
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Understanding Language Families

Let's explore how linguists group languages into **families –** just like you belong to a family with relatives and a shared background. A **language family** is a group of related languages that all grew from a common root or "parent" language.

You can picture this as a **tree**: the trunk is the original language, and the branches are modern languages that developed from it.

Here are some examples:

Language Family	Examples of Languages	Regions Spoken
Indo-European	English, Spanish, Hindi, Russian	Europe, South Asia, Americas
Afro-Asiatic	Arabic, Hebrew, Amharic	North Africa, Middle East
Sino-Tibetan	Mandarin, Cantonese, Burmese	East and Southeast Asia
Niger-Congo	Swahili, Zulu, Yoruba	Sub-Saharan Africa
Austroasiatic	Khmer, Vietnamese	Southeast Asia
Australian Indigenous	Many distinct languages and families	Australia (pre-colonial and modern)

Language families can tell us a lot about **migration**, **culture**, and even **shared beliefs**. Some languages, like English and French, have many *cognates* (similar-sounding words with the same origin). Others are structurally similar, even if the vocabulary looks very different.

Take a moment to pronounce the word for "mother" in different languages you know. Can you hear the similarities?

Content Descriptions Addressed:
AC9E7LA08, AC9E8LA08, AC9E9LA08, AC9E10LA08
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Comprehension Activity – Language Family Table

Let's apply your research skills. You're going to explore three language families and complete a table with your findings.

Instructions:

1. Choose any **three language families** from the list above.
2. Use a trusted website (like *Ethnologue*, *Omniglot*, or a language atlas) or books from your library.
3. Fill in the table below.

Language Families Table

Language Family	Three Modern Languages in This Family	Regions Spoken	One Interesting Fact

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Follow-Up Writing Task

Years 7–8:
Write 3–4 sentences explaining something surprising or interesting you noticed.

“What patterns or surprises did you notice about how different languages are connected or spread across the world?”

Years 9–10:
Write a short paragraph (6–8 sentences) comparing **two language families**. Use linguistic terms like *phoneme*, *syntax*, *etymology*, *language shift*, or *cognate*.

Try something like:
“While the Indo-European and Sino-Tibetan families both cover large regions, they differ in their phonetic systems, grammar, and historical development…”

Content Descriptions Addressed:
AC9E7LA08, AC9E8LA08, AC9E9LA08, AC9E10LA08
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05
AC9E7LY04, AC9E8LY04, AC9E9LY04, AC9E10LY04

Informative Writing Task – A Family of Words

Now it’s your turn to write an **informative report** about one of the language families you studied.

This is not a creative story – it’s a factual explanation designed to help someone understand the topic clearly.

Structure Your Report Like This:

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1. Introduction

- Define what a **language family** is
- Name your chosen family
- Explain its importance (number of speakers, cultural impact, historical spread)

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2. Main Body

- Give examples of 2–3 languages in the family
- Describe where those languages are spoken today
- Explain how they are connected (shared vocabulary, grammar, writing systems, etc.)
- Include one cultural or historical insight (e.g., how colonisation or migration influenced the family)

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3. Conclusion

- Reflect on what this language family reveals about **God’s design**, human history, or cooperation between cultures

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Writing Support:

Years 7–8:

- Use topic sentences to start each paragraph
- Focus on clear sentence structure and good punctuation
- Use scaffolded sentence starters if needed (e.g. “A language family is…”, “This family includes…”)

Years 9–10:

- Use **academic and technical vocabulary** (e.g. *lexical roots*, *grammatical patterns*)
- Vary sentence structures – try a mix of compound and complex sentences
- Link your paragraphs with transition words like *furthermore*, *however*, *in contrast*

Content Descriptions Addressed:
AC9E7LA03, AC9E8LA03, AC9E9LA03, AC9E10LA03
AC9E7LA05, AC9E8LA05, AC9E9LA05, AC9E10LA05
AC9E7LA08, AC9E8LA08, AC9E9LA08, AC9E10LA08
AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Reflection Questions

Choose 2 or more to answer in your journal or class discussion:

1. How does the idea of language families support what the Bible says happened at the Tower of Babel?
2. What surprised you the most about how different languages are related?
3. Why is learning about other people’s languages a way of showing respect and love?
4. (**Years 9–10 only**) What role do power and politics play in which languages thrive or disappear?

Content Descriptions Addressed:
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Optional Extension – Create a Language Tree Poster

If you enjoy drawing or design, try this creative challenge!

Instructions:

- Choose one language family
- Draw a tree with a labelled **trunk** (the ancient root language)
- Add **branches** for at least 5 modern or ancient languages
- Include symbols or icons for regions, alphabets, or cultures
- Add a title and 2–3 interesting facts
- Present it to your family or tutor group

Content Descriptions Addressed:
AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Closing Prayer

Lord of every tribe, tongue, and nation,
Thank You for designing a world filled with beautiful languages and cultures.
Help me honour You with the words I speak, and to appreciate the voices of others.
Make me someone who listens, learns, and loves across language boundaries.
In Jesus' name, Amen.

Curriculum Content Descriptions

(Grouped by strand and year level; underlined/bold sections show common threads)

Language – Text Structure & Vocabulary

AC9E7LA03 – Identify and describe how ***texts are structured differently depending on their purpose and how language features vary*** in texts
AC9E8LA03 – Explain how ***texts are structured depending on their purpose and how language features vary***, recognising hybrids
AC9E9LA03 – Examine how authors adapt and subvert ***text structures and language features***
AC9E10LA03 – Analyse ***text structures and language features*** and evaluate their effectiveness

AC9E7LA08 – Investigate ***vocabulary in building specialist and technical knowledge***
AC9E8LA08 – Identify and use ***vocabulary typical of academic texts***
AC9E9LA08 – Analyse how ***vocabulary choices contribute to style, mood and tone***
AC9E10LA08 – Use expanded ***technical and academic vocabulary*** for precision

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Literacy – Comprehension, Organisation & Creation

AC9E7LY04 – Explain the ***structure of ideas*** (e.g., taxonomy, chronology)
AC9E8LY04 – Analyse how authors ***organise ideas*** to shape meaning
AC9E9LY04 – Analyse and evaluate the ***organisation of ideas*** in extended texts
AC9E10LY04 – Analyse and evaluate how authors ***organise ideas*** for purpose

AC9E7LY05 – Use ***comprehension strategies*** to analyse and summarise ideas
AC9E8LY05 – Use ***comprehension strategies*** to interpret and evaluate
AC9E9LY05 – Use ***comprehension strategies*** to compare and contrast
AC9E10LY05 – Integrate ***comprehension strategies*** to analyse complex ideas

AC9E7LY06 – Plan, create and edit texts using ***text structures and language features***
AC9E8LY06 – Create texts, ***organising and expanding ideas***
AC9E9LY06 – Create texts, ***developing and selecting structures and features***
AC9E10LY06 – Create texts, ***experimenting with structures and developing ideas***

Lesson 15: Recovering Understanding – Literature and Reconciliation

Theme: *Can Stories Heal What Language Once Broke?*
English Focus: Analysing texts that promote cross-cultural understanding
Biblical Theme: Unity Restored through Christ

Learning Objectives

By the end of this lesson, you will be able to:

- Understand how literature can help bridge language and cultural divides
- Analyse a multicultural or multilingual text for its message and purpose
- Reflect on how storytelling can bring reconciliation and mutual respect from a Christian perspective
- Write a personal and thoughtful response that shows insight into how words can heal

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Bible Integration – Unity Restored in Christ

Let's begin this lesson with Scripture. Please read:

- **Acts 2:1–11** – The story of Pentecost
- **Galatians 3:28** – Unity in Christ

"All of them were filled with the Holy Spirit and began to speak in other tongues as the Spirit enabled them... each one heard their own language being spoken." – *Acts 2:4,6*
"There is neither Jew nor Gentile... for you are all one in Christ Jesus." – *Galatians 3:28*

Think about the connection between this moment and the Tower of Babel. At Babel, language confused and divided. But at Pentecost, language united – and people from all nations heard the truth in their own tongue.

God didn't erase differences – He redeemed them.

Write in your journal (3–4 sentences):

"How can language, once used to scatter people, now be used to restore unity?"

Content Descriptions Addressed:
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Reading: The Healing Power of Literature

Reading allows us to step into someone else's shoes. Through literature, we can experience the joys, losses, and values of people from different places and cultures. This is one of the reasons why stories are so powerful for building understanding and healing.

Many authors use multicultural or multilingual texts to promote reconciliation. Here are some examples:

- **Oodgeroo Noonuccal** – Her poetry includes Aboriginal words and English, expressing both identity and loss
- **Chimamanda Ngozi Adichie** – Her stories combine Nigerian and Western perspectives to reveal cultural misunderstanding and resilience
- **Jesus' parables** – Told in Aramaic, these stories crossed cultural boundaries to reach the hearts of many
- **Modern Christian writers** – Many share testimonies in multiple languages so that everyone can hear the gospel in their own tongue

Whenever language is used to listen, lament, celebrate, or teach – it becomes a tool for reconciliation.

Content Descriptions Addressed:
AC9E7LA08, AC9E8LA08, AC9E9LE04, AC9E9LA08, AC9E10LA08
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Activity: Literary Response Table

It's time to explore a story, poem, or testimony that shares an experience across cultures. You might choose a:

- Bilingual poem
- Translated parable or fable
- Short story about a cross-cultural friendship or misunderstanding
- Personal testimony of reconciliation

Ask your tutor or parent to help you choose a meaningful text.

Fill in the table:

Title and Author	Culture(s) Represented	What the Text Teaches About Understanding	Key Line or Quote

Now Reflect in Writing:

Years 7–8:
Write a short paragraph explaining what the story helped you understand about another person's experience.

Years 9–10:
Write a paragraph (6–8 sentences) analysing how the author used language to express either **connection** or **division**. Use literary vocabulary such as *tone*, *symbolism*, *voice*, or *diction* if appropriate.

Content Descriptions Addressed:
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05
AC9E9LE04, AC9E9LY02, AC9E10LA08

Writing Task – Reflective Paragraph: Words That Build Bridges

Think about a time when a story helped you understand someone better. Maybe it was a story you read, a testimony you heard, or something someone shared from their life.

In this task, you will write a paragraph reflecting on how literature, language, or storytelling can bring people closer together.

Paragraph Guidelines:

- Write **8–10 sentences** in total
- Include both **personal reflection** and some **analysis**
- Use one example – either personal or from a story you've read
- Mention how words can be used for healing or reconciliation
- Connect your reflection to your Christian faith if possible

Suggested titles: "When Words Heal" or "Stories That Reconnect Us"
Example starter:
Sometimes a story says what a speech never could. When I read a poem about how the Israelis just want to live peacefully in their traditional homeland and be a blessing to surrounding nations; but their neighbours are determined to wipe out the Jews; I felt a sorrow I had never known before…

Years 9–10 Tip: Use varied sentence structures and at least two literary or linguistic terms (e.g. *symbolism*, *perspective*, *contrast*, *inclusive language*).

Content Descriptions Addressed:
AC9E7LA05, AC9E8LA05, AC9E9LA05, AC9E10LA05
AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Reflection Questions

Choose at least **two** of the following to answer in your journal:

1. How can a story help two people from different backgrounds understand each other?
2. Why do you think Jesus used stories instead of sermons to reach some hearts?
3. What kind of stories should Christian writers be telling in today's world?

Content Descriptions Addressed:
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Optional Extension – Interview or Testimony Collection

If you'd like to explore this theme further, ask a parent, friend, or neighbour one or more of the following:

- Have you ever felt misunderstood because of language or culture?
- Is there a story, song, or prayer from your background that means a lot to you?
- What helped you feel understood or accepted?

Write:

A **1–2 paragraph** summary of what you learned.
Suggested Title: *A Story That Crossed Borders*

Content Descriptions Addressed:
AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Closing Prayer

Jesus, You are the Word made flesh.
You entered our story to bring us back to the Father.
Help me to write and speak in ways that bring healing, not harm.
May my words be gentle, truthful, and full of grace – used for Your glory and others' good.
Amen.

Curriculum Content Descriptions – (with Common Threads Underlined)

Literature Strand – Examining Literature & Voice

AC9E7LA08 – Investigate the role of ***vocabulary in building specialist and technical knowledge***, including terms that have both everyday and technical meanings.
AC9E8LA08 – Identify and use ***vocabulary typical of academic texts***.
AC9E9LA08 – Analyse how ***vocabulary choices contribute to style, mood and tone***.
AC9E10LA08 – Use expanded ***technical and academic vocabulary*** for precision.

AC9E9LE04 – Analyse ***texts and evaluate the aesthetic qualities and appeal of an author's literary style***.
AC9E10LE03 – Analyse how the ***aesthetic qualities associated with text structures, language features, literary devices and visual features*** influence audience response.

Literacy Strand – Comprehension, Interaction, and Creating Texts

AC9E7LY05 – Use ***comprehension strategies*** to analyse and summarise ideas
AC9E8LY05 – Use ***comprehension strategies*** to interpret and evaluate
AC9E9LY05 – Use ***comprehension strategies*** to compare and contrast
AC9E10LY05 – Integrate ***comprehension strategies*** to analyse and interpret complex ideas

AC9E9LY02 – Listen to spoken texts and use ***interaction skills*** to discuss and present opinions

AC9E7LY06 – Plan, create and edit texts using ***text structures and language features***
AC9E8LY06 – Create texts, ***organising and expanding ideas***
AC9E9LY06 – Create texts, ***developing and selecting structures and features***
AC9E10LY06 – Create texts, ***experimenting with structures and developing ideas***

AC9E7LA05 – Understand how ***complex and compound-complex sentences*** can be used to elaborate and explain ideas
AC9E8LA05 – Examine ***clause structures***, including embedded clauses, to expand ideas
AC9E9LA05 – Identify how ***authors vary sentence structures creatively*** for effect
AC9E10LA05 – Analyse and evaluate the ***effectiveness of sentence structures*** to express ideas

TOPIC 6	CIVILISATION, SYMBOLISM & IDENTITY

Lesson 16: Reading Symbols in Ancient Mesopotamian Texts

Theme: *Finding Meaning in Early Civilisation's Signs*
English Focus: Symbolism in ancient texts and creative historical writing
Biblical Theme: God's Word vs Man's Symbols

Learning Objectives

By the end of this lesson, you will be able to:

- Understand how ancient civilisations used symbols and writing to communicate values and beliefs
- Analyse how early texts and inscriptions conveyed political, cultural, and spiritual messages
- Reflect on the difference between divine truth and human propaganda
- Write a symbolic short narrative using techniques inspired by ancient texts
- Explore the power of writing as a tool for either pride or truth

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Bible Integration – God's Word vs Man's Symbols

Let's begin with Scripture. Read Daniel 5:1–31 (especially verses 5–31), the dramatic story of **"the writing on the wall."**

"This is the inscription that was written: Mene, Mene, Tekel, Parsin."
"God has numbered the days of your reign… You have been weighed… Your kingdom is divided." – *Daniel 5:25–28*

This moment is significant. The king of Babylon is literally confronted by God's hand, writing judgment on his palace wall. No court poet, warrior, or idol can erase what God declares.

Reflect in your journal:

"What happens when people use writing to glorify themselves instead of God?"

Think about how writing today – on social media, in politics, in advertising – can also be used for pride or for truth.

Content Descriptions Addressed:
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Reading: Ancient Texts, Symbols and Stories

Ancient Mesopotamia (in the area we now call Iraq) is often called the cradle of civilisation. One of its greatest innovations was **writing –** specifically **cuneiform**, a wedge-shaped script pressed into clay tablets.

People used these symbols to:

- Record trade and agriculture
- Create myths and prayers
- Declare royal power or divine favour
- Shape laws and religious customs

For example:

- The *Code of Hammurabi* was a legal text engraved in stone
- The *Epic of Gilgamesh* is one of the oldest heroic poems
- Kings often carved symbols into walls or statues – animals, stars, towers – to show strength or divine authority

These symbols were **not just decoration –** they were messages to the people about who was in charge, what was sacred, and what was true.

But Scripture shows us something deeper: **God writes not to control, but to convict, comfort, and reveal truth**. Think of the Ten Commandments, the hand in Daniel, and even Jesus writing in the dust.

Content Descriptions Addressed:
AC9E7LA08, AC9E8LA08, AC9E9LA08, AC9E10LA08
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Activity: Decode Ancient Symbols (Thought Exercise)

Let's imagine we've found some inscriptions at an archaeological site. These images might look simple – but in ancient times, they could hold powerful meaning.

Here are four made-up examples:

1. A lion standing over a crushed snake
2. A sun rising behind a mountain with three towers
3. Two hands lifting a star toward the sky
4. A broken crown beside a full water jar

Your task:

- Write a possible **meaning** or **message** for each one.
  Ask yourself: What story might this tell? What warning or value might it represent?

Then, create one of your own:

- **Draw or describe** a symbolic image (no need to be artistic – use shapes or simple sketches if drawing)
- Write its meaning or moral in **1–2 sentences**

> For example: "A mountain with a hollow heart. This shows that even great nations can be empty inside."

Content Descriptions Addressed:
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05
AC9E7LA08, AC9E8LA08, AC9E9LA08, AC9E10LA08

Writing Task – Symbolic Short Narrative: Voice of the Scribe

Now it's time to turn your ideas into a **short narrative**, inspired by the kinds of writing that ancient scribes might have created.

You'll write from the point of view of a fictional character, such as:

- A young scribe learning to carve sacred tablets
- A palace servant who witnesses a strange new symbol
- A foreign visitor who reads an old inscription and understands its hidden truth

Your narrative should include:

- **2–3 well-developed paragraphs**
- A symbolic **image** or **phrase** woven into the story
- A **moral or message** at the heart of the narrative
- A tone that feels **ancient –** formal, solemn, poetic, or reflective

Suggested Titles:

- *The Scribe's Warning*
- *The Tablet of Truth*
- *The King's Last Carving*

Example starter:

I was only a boy when I saw the king carve it himself – three rising suns over a cracked spear. "Let the gods see our strength," he said. But the symbol meant something else to me...

Tips:

Years 7–8 – Focus on telling a clear story with a beginning, middle, and end. Use simple symbolism (e.g. light and dark, water and fire).
Years 9–10 – Try more layered imagery and use literary devices like *allusion*, *foreshadowing*, or *extended metaphor*.

Content Descriptions Addressed:
AC9E7LA03, AC9E8LA03, AC9E9LA03, AC9E10LA03
AC9E7LA05, AC9E8LA05, AC9E9LA05, AC9E10LA05
AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Reflection Questions

Answer at least **two** in your journal or class discussion:

1. What role did writing and symbols play in ancient civilisations?
2. How does biblical truth challenge the messages that kings or cultures write about themselves?
3. In today's world, what kinds of 'symbols' or media shape what people believe?

Content Descriptions Addressed:
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Optional Extension – Design Your Own Ancient Tablet

Let's take your imagination one step further!

On a piece of paper (or use clay if you have some), design your own **ancient-style tablet**.

Include:

- A **symbolic picture** (simple shapes or objects are fine)
- A **short inscription** (5–10 words) – like a proverb or warning
- A **title or authorship line**, e.g., "Inscribed by the Scribe of Peace"

Then write a **caption**:

"If a historian found this tablet 2000 years from now, what would they learn from it?"

Content Descriptions Addressed:
AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Closing Prayer

Lord, You are the true King whose Word never changes.
Teach me to recognise what is false and seek what is true.
Help me read wisely, write meaningfully, and honour You in the symbols and stories I create.
In Jesus' name, Amen.

Curriculum Content Descriptions – Full Version with Common Threads Underlined

Language Strand – Structure, Vocabulary, and Style

AC9E7LA03 – Identify and describe how ***texts are structured differently depending on their purpose and how language features vary*** in texts
AC9E8LA03 – Explain how ***texts are structured depending on their purpose and how language features vary***
AC9E9LA03 – Examine how authors adapt and subvert ***text structures and language features***
AC9E10LA03 – Analyse ***text structures and language features*** and evaluate their effectiveness

AC9E7LA05 – Understand how ***complex and compound-complex sentences*** can be used to elaborate and explain ideas
AC9E8LA05 – Examine ***clause structures***, including embedded clauses

AC9E9LA05 – Identify how authors ***vary sentence structures creatively for effect***
AC9E10LA05 – Analyse and evaluate the ***effectiveness of sentence structures*** to express ideas

AC9E7LA08 – Investigate the role of ***vocabulary in building specialist and technical knowledge***
AC9E8LA08 – Identify and use ***vocabulary typical of academic texts***
AC9E9LA08 – Analyse how ***vocabulary choices contribute to style, mood and tone***
AC9E10LA08 – Use expanded ***technical and academic vocabulary*** for precision

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Literacy Strand – Comprehension and Creation

AC9E7LY05 – Use ***comprehension strategies*** to analyse and summarise ideas
AC9E8LY05 – Use ***comprehension strategies*** to interpret and evaluate
AC9E9LY05 – Use ***comprehension strategies*** to compare and contrast
AC9E10LY05 – Integrate ***comprehension strategies*** to analyse and interpret complex and abstract ideas

AC9E7LY06 – Plan, create, edit and publish texts using ***text structures and language features***
AC9E8LY06 – Create texts, ***organising and expanding ideas***
AC9E9LY06 – Create texts, ***developing and selecting structures and features***
AC9E10LY06 – Create texts, ***experimenting with structures and developing ideas***

Lesson 17: Animal Symbolism – Literature and Faith

Theme: *What Animals Represent in Stories and Scripture*
English Focus: Literary symbolism and comparative writing
Biblical Theme: God's Use of Animal Imagery to Teach Spiritual Truths

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Learning Objectives

By the end of this lesson, you will be able to:

- Identify how animals are used symbolically in the Bible and in literature
- Compare how animal symbolism reflects different cultural and spiritual beliefs
- Write a thoughtful comparative response analysing the meaning of one animal symbol in two texts
- Reflect on how God uses symbols to reveal truth and call people to understanding

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Bible Integration – God's Use of Animal Imagery

Read the following verses from the Bible. These are just a few examples of how God uses animal images to teach us deeper spiritual truths:

"Behold, the **Lamb of God** who takes away the sin of the world!" – *John 1:29*
"The righteous are as bold as a **lion**." – *Proverbs 28:1*
"He will cover you with His **feathers**, and under His **wings** you will find refuge." – *Psalm 91:4*

Animals in Scripture aren't just decorations or metaphors – they are carefully chosen to show God's character, our calling, or the nature of spiritual realities. Some are literal, others symbolic, but all are meant to help us understand the truth.

Journal Reflection:

Write 3–4 sentences in response to this question:

"Which animal image in the Bible speaks most strongly to you, and why?"

Content Descriptions Addressed:
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Reading: Animals as Symbols – From Fables to Prophets

Writers from all over the world have used animals to symbolise ideas. These symbols are powerful because they're instantly recognisable – people everywhere understand what lions, lambs, snakes, and eagles represent.

Here are some common uses of animal symbolism:

Animal	Possible Symbolism
Lion	Strength, courage, leadership, kingship
Serpent	Deceit, danger, wisdom, evil
Lamb	Innocence, sacrifice, gentleness
Dove	Peace, purity, the Holy Spirit
Eagle	Power, protection, vision
Fox	Cleverness, trickery
Horse	Speed, strength, war or nobility

In fables (like Aesop's), animals teach moral lessons about human behaviour.
In the Bible, they often teach spiritual truths, reveal divine character, or warn of deception.
In myths, animals may be gods or messengers, reflecting human attempts to explain nature and power.

Let's now explore how the **same animal** can mean **very different things** in different texts.

Content Descriptions Addressed:
AC9E7LA08, AC9E8LA08, AC9E9LA08, AC9E10LA08
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Activity: Symbolism Comparison Table

Choose **one animal** that appears in both the Bible and a literary or mythological text. You might select:

- **Lion** (e.g. *Lion of Judah* vs. Greek myth)
- **Serpent** (e.g. *Genesis 3* vs. Aztec, Norse, or Chinese myths)
- **Dove** (e.g. *Noah's ark* vs. peace symbols)
- **Raven** (e.g. *Elijah's raven* vs. *The Raven* by Edgar Allan Poe)

You may use any familiar story, myth, or fable that uses the same animal. Ask a tutor or parent if you need help choosing.

Complete this table:

| **Animal Chosen:** _____ |

Source Text 1 (e.g. Bible)_____ | What the animal represents _____

Source Text 2 (e.g. fable, myth, story)_____ | What the animal represents _____

Now answer:

- Are the meanings similar or different?
- Which one do you find more powerful or more true? Why?

Years 7–8: Give clear, descriptive answers in 2–3 sentences.
Years 9–10: Compare and contrast the *purpose*, *tone*, and *worldview* behind each symbol in a paragraph.

Content Descriptions Addressed:
AC9E7LY04, AC9E8LY04, AC9E9LY04, AC9E10LY04
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Writing Task – Comparative Paragraph: One Animal, Two Meanings

Now take the comparison you made and turn it into a short analytical paragraph.

This paragraph should:

- Introduce both texts clearly
- Explain the symbolism of the animal in each context
- Show how they are similar or different
- Reflect on which meaning aligns better with your beliefs, and why

Title suggestion:

The Lion in Scripture and Story

Example starter:

In the Bible, the lion is a symbol of strength, courage, and kingship – Jesus is even called the Lion of Judah. But in some ancient myths, lions are feared as dangerous beasts of destruction…

Years 7–8: Focus on clarity and using topic sentences to organise ideas.
Years 9–10: Use analytical language (e.g. "symbolises," "contrasts with," "represents," "from a spiritual perspective") and aim for more layered reasoning.

Content Descriptions Addressed:
AC9E7LA03, AC9E8LA03, AC9E9LA03, AC9E10LA03
AC9E7LA05, AC9E8LA05, AC9E9LA05, AC9E10LA05
AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Reflection Questions

Answer at least **two** of the following in your journal:

1. What makes animal symbols so powerful in storytelling?
2. How does the Bible use animals differently from myths or fables?
3. What animal would you want to represent you in a story, and why?

Content Descriptions Addressed:
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Optional Extension – Create Your Own Animal Fable or Allegory

Write a short fable or allegory (3–5 paragraphs) using animals to represent people.

Include:

- At least **two animal characters** with different traits
- A **problem or conflict** that reflects a human issue
- A **moral** at the end that reflects a biblical value (truth, forgiveness, humility, etc.)

Example Titles:

- *The Dove Who Waited for Rain*
- *The Fox and the Faithful Sheep*

Try to give your animals unique voices and mannerisms that match their symbolic roles.

Content Descriptions Addressed:
AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Closing Prayer

Lord, You made every creature with purpose.
Thank You for the ways animals remind us of Your strength, gentleness, and beauty.
Help me to write symbols that honour truth and avoid confusion.
May I learn from Your Word and see the world with wonder.
In Jesus' name, Amen.

Curriculum Content Descriptions – with Common Threads Underlined

Language Strand – Text Structure, Vocabulary, and Style

AC9E7LA03 – Identify and describe how ***texts are structured differently depending on their purpose and how language features vary***
AC9E8LA03 – Explain how ***texts are structured depending on their purpose and how language features vary***, recognising hybrids
AC9E9LA03 – Examine how authors adapt and subvert ***text structures and language features***
AC9E10LA03 – Analyse ***text structures and language features*** and evaluate their effectiveness

AC9E7LA05 – Understand how ***complex and compound-complex sentences*** can be used to elaborate, extend and explain ideas
AC9E8LA05 – Examine a variety of ***clause structures***, including embedded clauses
AC9E9LA05 – Identify how authors ***vary sentence structures creatively for effect***
AC9E10LA05 – Analyse and evaluate the ***effectiveness of sentence structures*** to express and craft ideas

AC9E7LA08 – Investigate the role of ***vocabulary in building specialist and technical knowledge***
AC9E8LA08 – Identify and use ***vocabulary typical of academic texts***
AC9E9LA08 – Analyse how ***vocabulary choices contribute to style, mood and tone***
AC9E10LA08 – Use an expanded ***technical and academic vocabulary*** for precision

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Literacy Strand – Comprehension, Interpretation, and Writing

AC9E7LY04 – Explain the ***structure of ideas*** (e.g. cause and effect, taxonomy)
AC9E8LY04 – Analyse how authors ***organise ideas*** to develop and shape meaning
AC9E9LY04 – Analyse the ***organisation of ideas*** in extended texts
AC9E10LY04 – Analyse and evaluate how authors ***organise ideas*** to achieve a purpose

AC9E7LY05 – Use ***comprehension strategies*** to analyse and summarise ideas
AC9E8LY05 – Use ***comprehension strategies*** to interpret and evaluate
AC9E9LY05 – Use ***comprehension strategies*** to compare and contrast
AC9E10LY05 – Integrate ***comprehension strategies*** to analyse and interpret complex and abstract ideas

AC9E7LY06 – Plan, create, edit and publish texts using ***text structures and language features***
AC9E8LY06 – Create texts, ***organising and expanding ideas***
AC9E9LY06 – Create texts, ***developing and selecting structures and features***
AC9E10LY06 – Create texts, ***experimenting with structures and developing ideas***

Lesson 18: Classification & Precision in Language

Theme: *Naming the World with Clarity and Order*
English Focus: Scientific vocabulary, clear explanation, and structured writing
Biblical Theme: God Gave Names and Ordered the Earth

Learning Objectives

By the end of this lesson, you will be able to:

- Understand how classification systems depend on precise and accurate language
- Use scientific vocabulary to write structured and informative descriptions
- Reflect on the power of naming and the role language plays in stewarding creation
- Compose an informative paragraph about a living organism using scientific terminology

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Bible Integration – God Gave Names and Ordered the Earth

Begin by reading **Genesis 2:19–20**:

"Now the Lord God had formed out of the ground all the wild animals and all the birds in the sky. He brought them to the man to see what he would name them… So the man gave names to all the livestock, the birds in the sky and all the wild animals."

God entrusted Adam with the task of naming the animals – not just casually, but thoughtfully. Naming involves **observation, understanding, and authority**. It's an act of partnership with God in caring for creation.

Journal Reflection (2–3 sentences):

"What does it mean to name something carefully? What does this teach us about our role as image-bearers?"

Content Descriptions Addressed:
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Reading: Classifying and Naming – The Role of Language in Science

In science – especially biology – language must be **exact**. Vague terms like "a big bird" don't help in serious study. That's why scientists use systems of classification.

Here's what you need to know:

- All living things are grouped into categories:
  Kingdom, Phylum, Class, Order, Family, Genus, Species
- Each organism has a **scientific name** made up of its **Genus** and **species** (e.g. *Homo sapiens*)

- This is called **binomial nomenclature** and it helps people all over the world talk clearly, even across languages

In English writing, we also value **clarity and structure**. When you write an explanation:

- Use **accurate and technical terms**
- Define key words if needed
- Follow a logical structure (e.g. introduction → detail → conclusion)
- Avoid vague or overly emotional language

God is a God of **order** and **truth** – so our writing should reflect those same qualities.

Content Descriptions Addressed:
AC9E7LA08, AC9E8LA08, AC9E9LA08, AC9E10LA08
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Activity: Build a Mini Classification Entry

Choose **one living organism** – either a real animal or plant, or an imaginary one you've invented.

Step 1 – Complete this table:

Common Name	Scientific Name (Genus + species)	Classification (K–S)

You can research a real species online or create your own imaginary creature (just be sure to use correct classification logic).

Step 2 – Describe your organism in 3–5 bullet points.

Use **formal scientific language** like:

- vertebrate, invertebrate
- photosynthetic, multicellular, aquatic
- herbivorous, endothermic, predator, etc.

Years 7–8 Tip: Use a glossary or textbook to find suitable words.
Years 9–10 Tip: Use more advanced terms and link them to the creature's behaviour or habitat.

Content Descriptions Addressed:
AC9E7LA08, AC9E8LA08, AC9E9LA08, AC9E10LA08
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Writing Task – Informative Text: The Classification of a Living Thing

Using what you've researched or imagined, write an **informative explanation** about the organism.

Structure Your Writing Like This:

1. Introduction

- Name the organism and give its scientific name
- Briefly explain what makes it interesting or unique

2. Main Body

- Describe its physical features (size, colour, limbs, etc.)
- Explain how it functions: diet, movement, habitat, reproduction
- Use **precise vocabulary** and **structured sentences**

Optional (especially for Christian students):
Add 1–2 sentences reflecting on how the design of this creature shows God's creativity, purpose, or care.

Example Starter:

The Australian platypus (*Ornithorhynchus anatinus*) is one of the most unique mammals in the world. As a monotreme, it lays eggs and has a leathery bill like a duck. It uses electroreception to locate prey underwater and can live in a range of freshwater habitats...

Years 7–8: Focus on clear ideas and correct use of scientific vocabulary.
Years 9–10: Use extended explanations and show logical flow between paragraphs. Try to vary your sentence types and include definitions or parenthetical clarification when needed.

Content Descriptions Addressed:
AC9E7LA03, AC9E8LA03, AC9E9LA03, AC9E10LA03
AC9E7LA05, AC9E8LA05, AC9E9LA05, AC9E10LA05
AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Reflection Questions

Choose at least **two** to answer in your journal:

1. Why is **precise language** important in science and in writing?
2. How does naming and describing creation help us **care** for it?
3. What is one **new term** you learned today, and how could you use it again?

Content Descriptions Addressed:
AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Optional Extension – Create a Field Guide Entry or Poster

Design a one-page field guide for the organism you wrote about.

Include:

- Scientific classification (K–S)
- Physical description
- Habitat and behaviours
- A labelled **illustration or diagram**
- A small text box titled:

"Designed by God to…" with one insight about its purpose or adaptation

Use **headings, bullet points**, and **scientific terms** to present the information clearly and professionally.

Content Descriptions Addressed:
AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Closing Prayer

Creator God, You made the world with detail, beauty, and order.
Help me to use clear and careful language as I explore Your creation.
May my writing reflect Your wisdom, and may I honour You in how I learn and speak.
In Jesus' name, Amen.

Curriculum Content Descriptions – with Common Threads Underlined

Language Strand – Vocabulary, Structure, and Expression

AC9E7LA03 – Identify and describe how ***texts are structured differently depending on their purpose and how language features vary*** in texts
AC9E8LA03 – Explain how ***texts are structured depending on their purpose and how language features vary***, recognising hybrid forms
AC9E9LA03 – Examine how authors adapt and subvert ***text structures and language features***
AC9E10LA03 – Analyse ***text structures and language features*** and evaluate their effectiveness

AC9E7LA05 – Understand how ***complex and compound-complex sentences*** can be used to elaborate and explain ideas
AC9E8LA05 – Examine ***clause structures***, including embedded clauses
AC9E9LA05 – Identify how authors ***vary sentence structures creatively*** for effect
AC9E10LA05 – Analyse and evaluate the ***effectiveness of sentence structures*** to express and craft ideas

AC9E7LA08 – Investigate the role of ***vocabulary in building specialist and technical knowledge***
AC9E8LA08 – Identify and use ***vocabulary typical of academic texts***
AC9E9LA08 – Analyse how ***vocabulary choices contribute to style, mood and tone***
AC9E10LA08 – Use expanded ***technical and academic vocabulary*** for precision

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Literacy Strand – Comprehension, Analysis, and Creation

AC9E7LY05 – Use ***comprehension strategies*** to analyse and summarise ideas
AC9E8LY05 – Use ***comprehension strategies*** to interpret and evaluate
AC9E9LY05 – Use ***comprehension strategies*** to compare and contrast
AC9E10LY05 – Integrate ***comprehension strategies*** to analyse and interpret complex and abstract ideas

AC9E7LY06 – Plan, create, edit and publish texts using ***text structures and language features***
AC9E8LY06 – Create texts, ***organising and expanding ideas***
AC9E9LY06 – Create texts, ***developing and selecting structures and features***
AC9E10LY06 – Create texts, ***experimenting with structures and developing ideas***

TOPIC 7	COVENANT, JOURNEY & POETIC FAITH

Lesson 19: The Journey of Abraham – A Literary Reading

Theme: Faith, Promise, and Pilgrimage in Narrative Form
English Focus: Reading biblical narrative as literature; character voice and monologue writing
Biblical Theme: Obedience and Trust – Walking by Faith

Learning Objectives

By the end of this lesson, you will be able to:

- Analyse biblical narrative as a form of literary text with character, plot, and symbolism
- Reflect on Abraham's journey using comprehension strategies and literary interpretation
- Write a first-person monologue using appropriate language features, voice, and tone
- Explore how character and context contribute to meaning in texts
- Create literary texts that express a character's inner world using literary devices

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A) Bible Integration – The Call and Testing of Abraham

Readings:

- Genesis 12:1–9
- Genesis 22:1–14

Journal Reflection Prompt (All Year Levels):

"What would it be like to walk by faith, not knowing the destination?" (2–3 sentences)

Thinking Prompts:

- What emotions might Abraham have felt in these events?
- Was his obedience immediate, or did it involve inner struggle?
- Why might God use journeys and testing to grow faith?

Addresses content descriptions:

- AC9E7LE01, AC9E8LE01, AC9E9LE01, AC9E10LE01
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

B) Reading as Literature – Analysing the Narrative

The Bible can be appreciated as a literary masterpiece. Abraham's story includes:

- Deep characterisation
- Conflict and moral testing
- Symbolism (journeys, sacrifice, covenant)
- Dialogue and internal monologue

All Students: Annotate Genesis 12 and 22 by underlining key verbs, circling emotional moments, and noting character decisions.

Differentiated Activity

Years 7–8:
In a short paragraph, describe Abraham's emotional journey in your own words. Use 3–5 key moments from the story.

Years 9–10:
Write a brief literary analysis paragraph exploring the symbolism in Abraham's journey. Use specific biblical images (e.g. "the land I will show you," "your only son") to support your interpretation.

Addresses content descriptions:

- AC9E7LE03, AC9E8LE03, AC9E9LE05, AC9E10LE05
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

C) Activity – Character Reflection Table: Abraham's Inner Journey

Fill in the following table using your reading and personal insight.

Moment in Abraham's Life	What Happened?	What Might Abraham Have Felt or Thought?
God calls him to leave home		
He travels through Canaan		
He is promised many descendants		
He is asked to sacrifice Isaac		

Differentiated Instructions

Years 7–8:
Use words and phrases to complete the table with focus on emotions (e.g. afraid, confused, trusting). Add one or two descriptive sentences per row.

Years 9–10:
Write 2–3 sentences per row, expressing Abraham's inner dialogue. Focus on abstract ideas such as trust, uncertainty, and calling. Use evocative vocabulary and literary tone.

Addresses content descriptions:

- AC9E7LE01, AC9E8LE01, AC9E9LE01, AC9E10LE01
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

D) Writing Task – Monologue: Abraham Speaks

Choose one moment from the table and write a **first-person monologue** from Abraham's perspective. Write as though Abraham is speaking either to himself, to God, or to the reader.

Differentiated Instructions

Years 7–8:

- Write a 2-paragraph monologue
- Include 3–5 emotion words
- Use sentence starters like: *"I wonder…", "I trust…", "I fear…"*
- Focus on writing in Abraham's voice (not your own)

Years 9–10:

- Write a 3-paragraph monologue
- Maintain consistent tone and character "voice" throughout
- Include literary devices: metaphor, repetition, biblical diction
- Experiment with sentence variation for rhythm and effect

Example Starter (for all):

I left everything. My father's house. My land. Even the gods I had once thought were real...

Addresses content descriptions:

- AC9E7LE07, AC9E8LE06, AC9E9LE06, AC9E10LE08
- AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06
- AC9E7LA05, AC9E8LA05, AC9E9LA05, AC9E10LA05

E) Reflection Questions

Answer in your journal using full sentences. Aim for honesty and depth.

All Students:

1. What makes Abraham a powerful figure in both faith and literature?
2. Why is monologue writing a good way to explore a character's inner life?
3. What lesson from Abraham's story speaks to your own walk with God?

Addresses content descriptions:

- AC9E7LE02, AC9E8LE02, AC9E9LE02, AC9E10LE02
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

F) Closing Prayer

Lord, thank You for the story of Abraham. He followed You through fear, silence, and sacrifice. Teach me to trust even when I cannot see the way ahead. Help me to write from the heart – with truth, humility, and faith. Amen.

Optional Extension – Monologue from Isaac's Perspective

Write a monologue imagining Isaac's thoughts during Genesis 22.

Years 7–8: Focus on questions Isaac might ask, emotions like confusion or trust. Write 1–2 paragraphs.

Years 9–10: Create a poetic or restrained voice. Focus on ambiguity and implied emotion. Use 2–3 well-structured paragraphs.

Addresses content descriptions:

- AC9E7LE07, AC9E8LE06, AC9E9LE06, AC9E10LE08
- AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Full Content Descriptions by Strand (Years 7–10)

(Common themes bolded for progression awareness)

LANGUAGE – Language for expressing and developing ideas

- **AC9E7LA05** – Understand how **complex and compound-complex sentences** can be used to **elaborate, extend and explain ideas**
- **AC9E8LA05** – Examine a variety of **clause structures**, including **embedded clauses** that add information and **expand ideas** in sentences
- **AC9E9LA05** – Identify how authors vary **sentence structures** creatively for **effects**, such as using a **dependent clause** on its own or a **sentence fragment**
- **AC9E10LA05** – Analyse and evaluate the effectiveness of particular **sentence structures** to **express and craft ideas**

LITERATURE – Literature and contexts / Engaging with and responding to literature

- **AC9E7LE01** – Identify and explore **ideas**, **points of view**, **characters**, **events** and/or **issues** in literary texts from historical and cultural contexts
- **AC9E8LE01** – Explain how **ideas** and **points of view** represent the **values** of individuals/groups in context
- **AC9E9LE01** – Analyse the **representations of people and places** in literary texts
- **AC9E10LE01** – Analyse **representations** of individuals, groups and places and evaluate how they reflect their **context**
- **AC9E7LE02** – Form an **opinion** about characters, settings and events and **justify a response**
- **AC9E8LE02** – Share **opinions** about the **language features** and **literary devices** of texts
- **AC9E9LE02** – Present a **personal response** to a text comparing **initial impressions** and later **analysis**
- **AC9E10LE02** – Reflect on and extend others' **interpretations** of and **responses** to literature

LITERATURE – Creating literature

- **AC9E7LE07** – Create and edit literary texts that **experiment** with **language features** and **literary devices**
- **AC9E8LE06** – Create and edit literary texts for specific **purposes and effects**
- **AC9E9LE06** – Create and edit literary texts that may be hybrids, experimenting with **text structures**, **language features**, and **literary devices**
- **AC9E10LE08** – Create and edit literary texts with a sustained **"voice"**, selecting and adapting **language**, **text structures** and **literary devices**

LITERACY – Comprehension and Creating Texts

- **AC9E7LY05** – Use **comprehension strategies** to **analyse and summarise** information and ideas
- **AC9E8LY05** – Use **comprehension strategies** to **interpret and evaluate ideas** in texts
- **AC9E9LY05** – Use **comprehension strategies** to **compare and contrast** ideas in texts
- **AC9E10LY05** – Integrate **comprehension strategies** to **analyse and interpret** complex and abstract ideas
- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts using **text structures**, **language features**, and **literary devices**
- **AC9E8LY06** – Organise and expand ideas for written/multimodal texts using **literary and language features**
- **AC9E9LY06** – Develop ideas and experiment with **text structures** and **literary devices** in varied texts
- **AC9E10LY06** – Publish texts with complex ideas by **experimenting** with **text structure**, **language**, and **literary devices**

Lesson 20: Poetic Reflections on Weather and Seasons

Theme: Observing Time through Nature and Poetry
English Focus: Poetry writing inspired by seasonal imagery and emotional tone
Biblical Theme: God's Sovereignty over Time and Seasons

Learning Objectives

By the end of this lesson, you will be able to:

- Identify and analyse how seasons and weather are used symbolically in poetry
- Reflect on the link between time, emotion, and the natural world in personal and literary expression
- Create a seasonal poem using poetic techniques and devices
- Develop descriptive and emotive language appropriate to a chosen mood or tone
- Interpret how biblical and literary texts use nature to explore human experience

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Bible Integration – Seasons and the Sovereignty of God

Read Ecclesiastes 3:1–8 and **Genesis 8:22**.

Reflection prompts:

- God designed seasons to remind us that time moves forward with purpose.
- Each season reflects a mood, emotion, or stage in life.
- How might you use weather or time to describe something personal or spiritual?

Journal Prompt (All students):

"Which season feels most like your life right now, and why?"

Addresses content descriptions:

- AC9E7LE01, AC9E8LE01, AC9E9LE01, AC9E10LE01
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Reading – Seasons in Poetry: Symbol, Mood, and Rhythm

Poets have long used the natural seasons to symbolise human emotions and spiritual truths. Consider:

- **Spring:** new beginnings, youth, innocence
- **Summer:** fulfilment, passion, joy
- **Autumn:** change, maturity, reflection
- **Winter:** sorrow, stillness, preparation, faith
- **Storms:** conflict, grief, cleansing
- **Clear skies:** peace, trust, clarity

Literary Examples:

- *"To Autumn"* by John Keats
- *"Stopping by Woods on a Snowy Evening"* by Robert Frost
- Psalms 1 and 104

Biblical Parallel:

"You know how to interpret the appearance of the sky…" – Matthew 16:3

Differentiated Activity
Years 7–8:
Choose one poem from the examples. Identify 3 lines that use nature or weather as a symbol. What emotion does each line suggest?

Years 9–10:
Write a short analysis (1 paragraph) exploring how a chosen poem uses season or weather to reflect an inner emotional or spiritual state.

Addresses content descriptions:

- AC9E7LE03, AC9E8LE03, AC9E9LE05, AC9E10LE05
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Activity – Seasonal Language Builder

Choose one season and complete this table in your journal:

| Season Chosen: _____ |

Sense	Words or Phrases That Fit the Season
Sight	
Sound	
Smell	
Feel	
Mood	

Next, list at least 3 poetic devices you might use (e.g. metaphor, repetition, personification).

Differentiated Instructions
Years 7–8:
Focus on vivid descriptive words. Use a thesaurus or word bank to explore more expressive vocabulary.

Years 9–10:
In addition to completing the table, write a paragraph explaining how these sensory details could be transformed into poetic imagery or metaphor.

Addresses content descriptions:

- AC9E7LE01, AC9E8LE01, AC9E9LE01, AC9E10LE01

- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Writing Task – Seasonal Poem: "The Season I'm In"

Write a 12+ line poem (3–4 stanzas) that explores the emotion or spiritual insight of one season. You may focus on real experience, memory, or metaphor.

Requirements:

- Use at least 2 poetic devices (imagery, metaphor, personification, simile, alliteration)
- Set a consistent tone (hopeful, grieving, peaceful, anxious, etc.)
- Include a concluding image or reflection

Title ideas: *Winter's Breath*, *Spring Song*, *The Long Autumn*

Example opening lines:

The trees undress in silence, gold falling like memory.
I walk between endings,
Wrapped in the wind's quiet questions –
When did the warmth begin to leave?

Differentiated Expectations
Years 7–8:

- Write 12–16 lines
- Include at least 2 poetic devices
- Use short stanzas or free verse
- Revise your poem by reading it aloud

Years 9–10:

- Write 3–4 stanzas with varied line lengths
- Use extended metaphor or symbolism
- Revise for rhythm, tone, and imagery
- Edit to craft a strong poetic "voice"

Addresses content descriptions:

- AC9E7LE07, AC9E8LE06, AC9E9LE06, AC9E10LE08
- AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06
- AC9E7LA05, AC9E8LA05, AC9E9LA05, AC9E10LA05

Reflection Questions

Answer the following in your journal. Aim for thoughtful, honest responses.

1. What season best reflects your personality, and why?
2. How do poems about nature help you understand life or faith better?
3. What do you want your poem to say to others who read it?

Addresses content descriptions:

- AC9E7LE02, AC9E8LE02, AC9E9LE02, AC9E10LE02
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Closing Prayer

God of every season, You have set a time for all things. Help me to see beauty even in endings, to find joy in quiet growth, and to trust You with each change. May my words reflect Your wisdom through the rhythms of creation. Amen.

Optional Extension – Create a Poetry & Art Journal Page

Design a creative page that includes:

- An illustration of your poem using seasonal colours
- Weather or seasonal symbols (leaves, rain, sunshine, stars)
- A Bible verse that matches your poem's theme
- Your handwritten or typed poem displayed clearly

Addresses content descriptions:

- AC9E7LE07, AC9E8LE06, AC9E9LE06, AC9E10LE08
- AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Australian Curriculum Content Descriptions by Strand (Years 7–10)

(Common threads across years are bolded)

LANGUAGE – Language for expressing and developing ideas

- **AC9E7LA05** – Understand how **complex and compound-complex sentences** can be used to **elaborate, extend and explain ideas**
- **AC9E8LA05** – Examine a variety of **clause structures**, including **embedded clauses**, that **expand ideas** in sentences
- **AC9E9LA05** – Identify how authors vary **sentence structures** creatively for **effects**
- **AC9E10LA05** – Analyse and evaluate the effectiveness of **sentence structures** to **express and craft ideas**

LITERATURE – Literature and contexts / Engaging with and responding to literature

- **AC9E7LE01** – Identify and explore **ideas**, **points of view**, **characters**, **events** and/or **issues** in literary texts, drawn from historical, social and/or cultural contexts
- **AC9E8LE01** – Explain how **ideas** and **points of view** may represent the **values** of individuals and groups in literary texts
- **AC9E9LE01** – Analyse the **representations** of people and places in literary texts from various contexts
- **AC9E10LE01** – Analyse **representations** of individuals, groups and places and evaluate how they reflect their **context**
- **AC9E7LE02** – Form an **opinion** about characters, settings and events, identifying areas of agreement and **justifying a response**
- **AC9E8LE02** – Share **opinions** about the **language features**, **literary devices** and **text structures** that contribute to the **styles** of texts
- **AC9E9LE02** – Present a **personal response** to a literary text comparing **initial impressions** and **subsequent analysis**
- **AC9E10LE02** – Reflect on and extend others' **interpretations** of and **responses** to literature

LITERATURE – Creating literature

- **AC9E7LE07** – Create and edit literary texts that **experiment** with **language features** and **literary devices**
- **AC9E8LE06** – Create and edit literary texts that **experiment** with **language features** and **literary devices** for particular **purposes and effects**

- **AC9E9LE06** – Create and edit literary texts that may be a hybrid, **experimenting** with **text structures**, **language features** and **literary devices**
- **AC9E10LE08** – Create and edit literary texts with a sustained **"voice"**, selecting and adapting **text structures**, **literary devices**, and **language**

LITERACY – Comprehension and Creating Texts

- **AC9E7LY05** – Use **comprehension strategies** to **analyse and summarise** information and ideas
- **AC9E8LY05** – Use **comprehension strategies** to **interpret and evaluate ideas**
- **AC9E9LY05** – Use **comprehension strategies** to **compare and contrast** ideas and opinions in and between texts
- **AC9E10LY05** – Integrate **comprehension strategies** to **analyse and interpret complex and abstract ideas**
- **AC9E7LY06** – Plan, create, edit and publish written and multimodal texts using **text structures**, **language features**, **literary devices**
- **AC9E8LY06** – Organise and expand ideas using **literary devices**, **language features** and **visual features**
- **AC9E9LY06** – Create texts that develop ideas using **text structures**, **literary devices** and **multimodal features**
- **AC9E10LY06** – Publish texts by **experimenting** with **text structure**, **language features**, and **literary devices** for particular **purposes and audiences**

Lesson 21: Calendars, Patterns, and Meaning

Theme: Marking Time with Purpose
English Focus: Informative and explanatory writing using structured paragraphs and formal language
Biblical Theme: God's Patterns in Time and Sacred Seasons

Learning Objectives

By the end of this lesson, you will be able to:

- Analyse how calendars reflect cultural and spiritual values
- Compare ancient and modern calendar systems and their symbolic meaning
- Structure and write an informative text using paragraphs and formal tone
- Use appropriate vocabulary and sentence structures to explain historical ideas clearly
- Reflect on how sacred time influences worship, belief, and daily life

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Bible Integration – Sacred Time and God's Appointed Seasons

Read Leviticus 23:1–4 and **Genesis 1:14**.

Reflection Prompts:

- God appointed festivals and sacred times for His people as patterns of remembrance and worship
- Time is not only a tool – it's a gift with purpose and meaning
- How does God's design of time reflect His character and intentions?

Journal Task (All students):

"How can the way we mark time shape our priorities and values?" (2–3 thoughtful sentences)

Addresses content descriptions:

- AC9E7LE01, AC9E8LE01, AC9E9LE01, AC9E10LE01
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Reading – Calendars: A Story of Order and Belief

Read the following overview of calendar systems across cultures.
Key ideas:

- Calendars are based on sun, moon, stars, or seasons
- They are more than scheduling tools – they reflect theology, values, agriculture, and prophecy

Examples Include:

- Hebrew calendar – lunar-based, includes Passover, Pentecost, and the Day of Atonement
- Gregorian calendar – solar-based, linked to Christ's birth and resurrection

- Aboriginal seasonal calendars – based on animal migrations and natural signs
- Islamic calendar – lunar-based, religious observance of Ramadan and Eid
- Mayan calendar – astronomical, symbolic, prophetic

Differentiated Activity
Years 7–8:
Write a short paragraph identifying two calendar systems and a key difference between them. Include one sentence about what each calendar says about that culture.

Years 9–10:
Write a comparison paragraph explaining how calendar systems reflect different worldviews. Use language that links ideas (e.g. whereas, similarly, unlike).

Addresses content descriptions:

- AC9E7LE03, AC9E8LE03, AC9E9LE05, AC9E10LE05
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Activity – Calendar Comparison Table

Fill in the table for two calendar systems of your choice. Use the reading or independent research.

Calendar Name	Based On (Sun, Moon, etc.)	What It Measures or Celebrates	What It Reveals About That Culture

Follow-up Prompt:

“What do these calendars tell us about how different cultures view time and purpose?”

Differentiated Instructions
Years 7–8:
Use dot points to fill in the table clearly. Write a short summary sentence for the follow-up.

Years 9–10:
Write complete sentences with detail in each box. Include abstract ideas such as worship, prophecy, or agriculture in your follow-up answer.

Addresses content descriptions:

- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05
- AC9E7LA03, AC9E8LA03, AC9E9LA03, AC9E10LA03

Writing Task – Informative Text: The Meaning Behind the Calendar

Write a 2–3 paragraph informative text about a calendar system of your choice. Choose from:

- The Hebrew calendar
- The Aboriginal seasonal calendar
- The Gregorian calendar
- The Mayan calendar

Structure Your Writing:

1. **Introduction** – Identify the calendar and its key features
2. **Main Paragraph** – Describe how it works and what it reflects about the culture
3. **Conclusion** – Explain why understanding calendars helps us understand belief and purpose

Example Starter:

The Hebrew calendar is a sacred system of timekeeping used by the people of Israel. It is lunar-based, meaning months begin with the new moon...

Differentiated Expectations
Years 7–8:

- Use formal language and 2 clearly structured paragraphs
- Include 3–4 facts and one explanation of meaning
- Use sentence starters like: “This calendar shows...”, “It is used for...”, “It reminds people to...”

Years 9–10:

- Write 3 paragraphs with strong cohesion and transitions
- Use historical or cultural vocabulary
- Explore deeper implications (e.g. sacred time, ritual, agricultural symbolism)

Addresses content descriptions:

- AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06
- AC9E7LA03, AC9E8LA03, AC9E9LA03, AC9E10LA03
- AC9E7LA05, AC9E8LA05, AC9E9LA05, AC9E10LA05

Reflection Questions

Answer in your journal with full sentences.

1. What patterns or sacred times do you observe in your own family or culture?
2. How is our modern calendar shaped by Christian history, even if people forget its meaning?
3. What would change if you planned your time around worship and reflection, not just busyness?

Addresses content descriptions:

- AC9E7LE02, AC9E8LE02, AC9E9LE02, AC9E10LE02
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Closing Prayer

Lord of all time, thank You for the days and seasons You have given us. Help me not to waste my time, but to live each hour with purpose. May I remember the past, celebrate Your goodness in the present, and trust You with the future. In Jesus' name, Amen.

Optional Extension – Design a Weekly or Yearly Rhythm of Worship

Plan a simple Christian calendar for your family or homeschool, including:

- Weekly practices (e.g. Sabbath, worship, service)
- Seasonal celebrations (e.g. Resurrection, Pentecost, Advent)
- Monthly verses or prayer focuses

Display your calendar creatively: colour code, decorate with symbols, or turn it into a digital design.

Addresses content descriptions:

- AC9E7LE07, AC9E8LE06, AC9E9LE06, AC9E10LE08
- AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Australian Curriculum Content Descriptions by Strand (Years 7–10)

(Common threads bolded)

LANGUAGE – Text structure and organisation

- **AC9E7LA03** – Identify and describe how **texts are structured** differently depending on their **purpose** and how **language features** vary in texts
- **AC9E8LA03** – Explain how **texts are structured** depending on their **purpose**, recognising hybrids
- **AC9E9LA03** – Examine how authors adapt and subvert **text structures** and **language features**
- **AC9E10LA03** – Analyse **text structures** and **language features**, and evaluate their effectiveness in achieving **purpose**

LANGUAGE – Expressing and developing ideas

- **AC9E7LA05** – Understand how **complex and compound-complex sentences** can **elaborate and explain ideas**
- **AC9E8LA05** – Examine a variety of **clause structures** including **embedded clauses**
- **AC9E9LA05** – Identify how authors vary **sentence structures** creatively for effect
- **AC9E10LA05** – Analyse and evaluate the effectiveness of **sentence structures** to **express and craft ideas**

LITERATURE – Literature and contexts / Engaging with and responding to literature

- **AC9E7LE01** – Identify and explore **ideas**, **points of view**, **characters**, **events** and/or **issues** in literary texts, drawn from historical, social and/or cultural contexts
- **AC9E8LE01** – Explain how **ideas** and **points of view** represent the **values** of individuals and groups in context
- **AC9E9LE01** – Analyse the **representations** of people and places in literary texts
- **AC9E10LE01** – Analyse **representations** of individuals, groups and places and evaluate how they reflect their **context**
- **AC9E7LE02** – Form an **opinion** about events or themes and **justify a response**
- **AC9E8LE02** – Share **opinions** about **language features** and **text structures**
- **AC9E9LE02** – Present a **personal response**, comparing **initial impressions** with later analysis
- **AC9E10LE02** – Reflect on and extend others' **interpretations** of and **responses** to literature

LITERATURE – Creating literature

- **AC9E7LE07** – Create and edit literary texts that **experiment** with **language features** and **literary devices**
- **AC9E8LE06** – Create and edit literary texts for particular **purposes and effects**
- **AC9E9LE06** – Create and edit literary texts, experimenting with **text structures**, **language features** and **literary devices**
- **AC9E10LE08** – Create and edit literary texts with a sustained **voice**, adapting **text structures**, **literary devices**, and **language**

LITERACY – Comprehension and Creating Texts

- **AC9E7LY05** – Use **comprehension strategies** to **analyse and summarise** information and ideas
- **AC9E8LY05** – Use **comprehension strategies** to **interpret and evaluate ideas**
- **AC9E9LY05** – Use **comprehension strategies** to **compare and contrast** ideas in and between texts
- **AC9E10LY05** – Integrate **comprehension strategies** to **analyse and interpret complex and abstract ideas**
- **AC9E7LY06** – Plan, create, edit and publish written texts using **text structures**, **language features**, **literary devices**
- **AC9E8LY06** – Organise and expand ideas for written texts using **literary and language features**
- **AC9E9LY06** – Create texts developing ideas using **text structures**, **literary devices**, and **multimodal features**
- **AC9E10LY06** – Publish texts by **experimenting** with **text structure**, **language features**, and **literary devices** for specific **purposes and audiences**

TOPIC 8	MONUMENTS, MORTALITY & MEANING

Lesson 22: Egypt and Eternity in Literature

Theme: Legacy, Immortality, and the Search for Meaning
English Focus: Literary interpretation and reflective writing
Biblical Theme: Eternal Perspective – What Truly Endures

Learning Objectives

By the end of this lesson, you will be able to:

- Interpret literary texts (ancient and modern) that explore the themes of death, memory, and legacy
- Compare biblical and historical texts on the afterlife, immortality, and human purpose
- Analyse tone, imagery, and message in reflective and poetic writing
- Write a personal reflective composition on legacy, using biblical truth and personal insight
- Identify how literary forms convey enduring questions about meaning and eternity

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Bible Integration – What Endures Forever?

Read Ecclesiastes 3:11 and **Psalm 90:1–6**.

Reflection prompts:

- Why do all cultures seek to preserve memory?
- How does the Bible's view of eternity differ from that of ancient Egypt?
- What kind of legacy does Scripture value?

Journal Writing (All students):

"What would I want to be remembered for – and why?" (3–4 thoughtful sentences)

Addresses content descriptions:

- AC9E7LE01, AC9E8LE01, AC9E9LE01, AC9E10LE01
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Reading – Egypt and the Quest for Immortality

Explore ancient Egyptian beliefs about the afterlife through pyramid texts, tomb inscriptions, and practices like mummification. Contrast these with biblical views expressed in Psalms and Ecclesiastes.

Key Literary Texts:

- Egyptian tomb inscriptions: “May your name live forever.”
- Psalm 49: Only God redeems the soul from the grave.
- “Ozymandias” by Percy Shelley: A fallen statue in the desert warns of forgotten greatness.

These texts all ask: **What truly lasts?**

Differentiated Activity
Years 7–8:
Make a list of 3 ideas or images from the reading that show what Egyptians believed about legacy. Then write 2 sentences explaining how the Bible sees legacy differently.

Years 9–10:
Write a short analysis paragraph comparing how Egyptian and biblical texts view legacy and immortality. Use phrases like “In contrast,” “This implies that...,” or “Whereas...”

Addresses content descriptions:

- AC9E7LE03, AC9E8LE03, AC9E9LE05, AC9E10LE05
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Activity – Literature Comparison Table

Read and compare the following:

- A biblical psalm (Psalm 49 or Psalm 90)
- “Ozymandias” by Percy Bysshe Shelley

Theme/Element	Biblical Psalm	“Ozymandias” by Shelley
View of death		
Tone or emotion		
Message about legacy		
What lasts?		

Follow-up Question:

“Which message feels more meaningful or true to you, and why?” (Write 2–3 sentences)

Differentiated Instructions
Years 7–8:
Fill the table with short phrases or bullet points. Use simple words to describe tone and theme. Write your follow-up answer using sentence starters like “I think... because…”

Years 9–10:
Use full sentences in the table. Focus on subtle contrasts in tone and message. In your follow-up, include at least one literary device (e.g. irony, symbolism) to explain the poem or psalm.

Addresses content descriptions:

- AC9E7LE03, AC9E8LE03, AC9E9LE05, AC9E10LE05
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Writing Task – Reflective Composition: What Will Remain?

Write a 2–3 paragraph personal reflection exploring:

"What does it mean to leave a legacy that matters?"

Include:

- A personal insight or story
- A biblical truth or Scripture reference
- A statement about what kind of memory or impact truly endures

Title Ideas:
Dust and Glory, *Eternity in My Heart*, *What I Want to Leave Behind*

Example starter:

I don't want my name carved into stone or printed in books. I want it written where it matters – in the lives I've touched and the prayers I've prayed...

Differentiated Instructions
Years 7–8:

- Use 2 paragraphs
- Include 1 Bible verse or summary
- Use sentence starters: "I believe...", "This reminds me of...", "Legacy means..."

Years 9–10:

- Write 3 paragraphs with deeper reflection
- Use figurative language or metaphor where appropriate
- Quote Scripture directly and connect it to your view of lasting impact

Addresses content descriptions:

- AC9E7LE07, AC9E8LE06, AC9E9LE06, AC9E10LE08
- AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06
- AC9E7LA05, AC9E8LA05, AC9E9LA05, AC9E10LA05

Reflection Questions

Answer in your journal.

1. Why do humans fear being forgotten?
2. What kinds of writing or actions can point others to eternity?
3. What would you like someone to say about you 100 years from now?

Addresses content descriptions:

- AC9E7LE02, AC9E8LE02, AC9E9LE02, AC9E10LE02
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Closing Prayer

Eternal God, You are from everlasting to everlasting. Help me to live not for fame or pride, but for what truly matters. May I leave behind a legacy of faith, truth, and love. Let my words and actions bring You honour. In Jesus' name, Amen.

Optional Extension – Create a Legacy Statement or Epitaph

1. Write a one-sentence legacy statement (e.g. *"He loved well and lived for others."*)
2. Design an illustrated epitaph or legacy plaque with symbolic images (e.g. cross, olive tree, open book)
3. Use calligraphy or digital design to reflect tone and meaning

Addresses content descriptions:

- AC9E7LE07, AC9E8LE06, AC9E9LE06, AC9E10LE08
- AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Australian Curriculum Content Descriptions by Strand (Years 7–10)

(Bold = common concept thread across years)

LANGUAGE – Expressing and Developing Ideas

- **AC9E7LA05** – Understand how **complex and compound-complex sentences** can be used to **elaborate, extend and explain ideas**
- **AC9E8LA05** – Examine a variety of **clause structures**, including **embedded clauses** that **expand ideas**
- **AC9E9LA05** – Identify how authors vary **sentence structures** creatively for **effect**
- **AC9E10LA05** – Analyse and evaluate the effectiveness of **sentence structures** to **express and craft ideas**

LITERATURE – Literature and Contexts / Engaging with Literature

- **AC9E7LE01** – Identify and explore **ideas**, **points of view**, **characters**, **events** and/or **issues** in literary texts from historical, social and/or cultural contexts
- **AC9E8LE01** – Explain how **ideas** and **points of view** may represent **values** in literary texts
- **AC9E9LE01** – Analyse **representations** of people and places in literary texts from various contexts
- **AC9E10LE01** – Analyse **representations** of individuals, groups and places and evaluate how they reflect their **context**

- **AC9E7LE02** – Form an **opinion** about events or ideas in texts and **justify a response**
- **AC9E8LE02** – Share **opinions** about **language features** and **text structures** that contribute to literary **style**
- **AC9E9LE02** – Present a **personal response** to literature, comparing **first impressions** and deeper analysis
- **AC9E10LE02** – Reflect on and extend others' **interpretations** of and **responses** to literature

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LITERATURE – Creating Literature

- **AC9E7LE07** – Create and edit literary texts that **experiment** with **language features** and **literary devices**
- **AC9E8LE06** – Create and edit literary texts for specific **purposes and effects**
- **AC9E9LE06** – Create and edit literary texts, experimenting with **text structures**, **language features** and **literary devices**
- **AC9E10LE08** – Create and edit literary texts with a sustained **"voice"**, selecting and adapting **language**, **text structures**, and **literary devices**

LITERACY – Comprehension and Creating Texts

- **AC9E7LY05** – Use **comprehension strategies** to **analyse and summarise** information and ideas
- **AC9E8LY05** – Use **comprehension strategies** to **interpret and evaluate ideas**
- **AC9E9LY05** – Use **comprehension strategies** to **compare and contrast** ideas in and between texts
- **AC9E10LY05** – Integrate **comprehension strategies** to **analyse and interpret complex and abstract ideas**
- **AC9E7LY06** – Plan, create, edit and publish written texts using **text structures**, **language features**, and **literary devices**
- **AC9E8LY06** – Organise and expand ideas using **literary devices** and **language features**
- **AC9E9LY06** – Create written texts that develop ideas using **text structures** and **literary devices**
- **AC9E10LY06** – Publish texts that **experiment** with **language features**, **text structure**, and **literary devices** for defined **purposes and audiences**

Lesson 23: Wonderfully Made – Psalm 139 and Personal Reflection

Theme: Identity, Worth, and the Language of Praise
English Focus: Personal narrative and devotional writing
Biblical Theme: The God Who Knows and Creates with Purpose

Learning Objectives

By the end of this lesson, you will be able to:

- Identify and analyse poetic techniques used in Psalm 139 to express personal and theological truth
- Reflect on your identity as created and known by God using personal and devotional language
- Write a structured personal reflection using figurative language and biblical inspiration
- Explore how metaphor, tone, and imagery can communicate deep emotional meaning
- Understand how poetic and devotional texts can shape voice, identity, and praise

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Bible Integration – The God Who Knows Me

Read Psalm 139:1–18, focusing on verses 13–16.

Think About It:

- What does it mean to be “fearfully and wonderfully made”?
- What does this psalm tell you about God’s nearness and care?
- How does poetic language express emotion and truth?

Journal Response (All students):

“What line in Psalm 139 speaks most to you today – and why?” (2–3 sentences)

Addresses content descriptions:

- AC9E7LE01, AC9E8LE01, AC9E9LE01, AC9E10LE01
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Reading – Poetry and Identity: Finding Voice Through Scripture

Psalm 139 is a poetic meditation on God's knowledge, presence, and creativity. King David uses metaphor and imagery to express how intimately God knows us.

Examples of poetic language in the psalm:

- “You hem me in behind and before” = God’s protection
- “Your thoughts... outnumber the grains of sand” = God’s constant care
- “You knit me together...” = God as intentional designer

Poetry expresses truths that are too deep for plain speech – ideal for devotion and identity writing.

Differentiated Activity
Years 7–8:
Choose two metaphors from Psalm 139. For each, write what it teaches you about God's care.

Years 9–10:
Write a paragraph analysing how Psalm 139 uses poetic imagery to express David's relationship with God. Include at least two quotations and explain their effect.

Addresses content descriptions:

- AC9E7LE03, AC9E8LE03, AC9E9LE05, AC9E10LE05
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Activity – Imagery and Meaning in Psalm 139

Complete this chart using 3–4 lines or metaphors from the psalm.

Line from the Psalm	Image or Metaphor	What It Shows About God or You
"You knit me together…"	God as a weaver or craftsman	God's intentional design in forming me

Answer Prompt:

"How does David use poetry to help us *feel* the truth – not just *know* it?" (Write 1 sentence.)

Differentiated Instructions
Years 7–8:
Choose 3 lines. Use dot points or phrases in each column.

Years 9–10:
Choose 4 lines. Write full sentences and include a poetic term (e.g. metaphor, symbolism, imagery).

Addresses content descriptions:

- AC9E7LE01, AC9E8LE01, AC9E9LE01, AC9E10LE01
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Writing Task – Devotional Reflection: I Am Known

Write a **2–3 paragraph devotional or personal reflection** inspired by Psalm 139.

Choose one or more prompts:

- Describe a time you felt deeply known or seen by God
- Reflect on being "fearfully and wonderfully made"
- Explore the idea that God had a purpose for you before you were born
- End with a brief prayer or poetic sentence of praise

Include:

- Personal feelings and honest reflection
- A connection to at least one line from Psalm 139
- A conclusion with hope or worship

Example starter:

Sometimes I feel like just another face in the crowd. But Psalm 139 reminds me that the God who made galaxies also shaped my heart...

Differentiated Instructions
Years 7–8:

- Write 2 paragraphs
- Include 1 verse and 1 feeling or emotion
- Use sentence starters like: "I felt...", "God sees me when...", "This verse reminds me..."

Years 9–10:

- Write 3 paragraphs with figurative language
- Quote Scripture accurately and connect it to personal identity
- Use metaphors, tone, and structure to shape your writing voice

Addresses content descriptions:

- AC9E7LE07, AC9E8LE06, AC9E9LE06, AC9E10LE08
- AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06
- AC9E7LA05, AC9E8LA05, AC9E9LA05, AC9E10LA05

Reflection Questions

Answer each question in full sentences.

1. What does it mean to be "wonderfully made" in a world of comparison and insecurity?
2. How can Scripture like Psalm 139 shape how we view ourselves and others?
3. Why is it important to speak words of truth and blessing over ourselves and others?

Addresses content descriptions:

- AC9E7LE02, AC9E8LE02, AC9E9LE02, AC9E10LE02
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Closing Prayer

Father, thank You for creating me with care and knowing me completely. You saw me before I was born, and You love me still. Help me to believe what You say about me – and to speak it with confidence. I am Yours. Amen.

Optional Extension – Psalm-Inspired Praise Poem

Write your own 6–10 line praise poem starting with:

"You know me, Lord…"

Include:

- A metaphor about God's care
- A line describing how He sees or forms you
- A final line of praise or worship

Addresses content descriptions:

- AC9E7LE07, AC9E8LE06, AC9E9LE06, AC9E10LE08
- AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

Australian Curriculum Content Descriptions by Strand (Years 7–10)

(Bold = shared learning focus across year levels)

LANGUAGE – Expressing and Developing Ideas

- **AC9E7LA05** – Understand how **complex and compound-complex sentences** can be used to **elaborate, extend and explain ideas**
- **AC9E8LA05** – Examine a variety of **clause structures**, including **embedded clauses**, to **expand ideas** in sentences
- **AC9E9LA05** – Identify how authors vary **sentence structures** creatively for **effects**
- **AC9E10LA05** – Analyse and evaluate the effectiveness of **sentence structures** to **express and craft ideas**

LITERATURE – Literature and Contexts / Engaging with Literature

- **AC9E7LE01** – Identify and explore **ideas**, **points of view**, **characters**, **events** and/or **issues** in literary texts from historical, social and/or cultural contexts
- **AC9E8LE01** – Explain how **ideas** and **points of view** may represent **values** in literary texts
- **AC9E9LE01** – Analyse **representations** of people and places in literary texts
- **AC9E10LE01** – Analyse **representations** of individuals, groups and places**, and evaluate how they reflect their **context**
- **AC9E7LE02** – Form an **opinion** about events or themes and **justify a response**
- **AC9E8LE02** – Share **opinions** about **language features** and **text structures** in literary texts
- **AC9E9LE02** – Present a **personal response** comparing **initial impressions** with deeper **analysis**
- **AC9E10LE02** – Reflect on and extend others' **interpretations** and **responses** to literature

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LITERATURE – Creating Literature

- **AC9E7LE07** – Create and edit literary texts that **experiment** with **language features** and **literary devices**
- **AC9E8LE06** – Create and edit literary texts for specific **purposes and effects**
- **AC9E9LE06** – Create and edit literary texts, experimenting with **text structures**, **language features** and **literary devices**
- **AC9E10LE08** – Create and edit literary texts with a sustained **voice**, selecting and adapting **language**, **text structures** and **literary devices**

LITERACY – Comprehension and Creating Texts

- **AC9E7LY05** – Use **comprehension strategies** to **analyse and summarise** information and ideas
- **AC9E8LY05** – Use **comprehension strategies** to **interpret and evaluate ideas**
- **AC9E9LY05** – Use **comprehension strategies** to **compare and contrast** ideas and opinions
- **AC9E10LY05** – Integrate **comprehension strategies** to **analyse and interpret complex and abstract ideas**
- **AC9E7LY06** – Plan, create, edit and publish written texts using **text structures**, **language features** and **literary devices**
- **AC9E8LY06** – Organise and expand ideas for written texts using **literary and language features**
- **AC9E9LY06** – Create written texts developing ideas through **text structures** and **literary devices**
- **AC9E10LY06** – Publish texts by **experimenting** with **language features**, **text structure** and **literary devices** for specific **purposes and audiences**

Lesson 24: Final Project – Spoken Word or Presentation

Theme: Speaking with Meaning – Bringing Written Words to Life
English Focus: Oral presentation, performance, and refining written work
Biblical Theme: Speaking God's Truth with Clarity and Conviction

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Learning Objectives

By the end of this lesson, you will be able to:

- Review and revise a previously written text for oral delivery
- Apply vocal skills such as tone, emphasis, and pace to communicate effectively
- Reflect on how spoken language adds meaning and emotional depth to writing
- Use presentation skills to engage an audience with authenticity and purpose
- Explore how your voice can convey truth and encouragement in a biblical context

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Bible Integration – Proclaiming Truth with Your Voice

Read Proverbs 31:8 and **Psalm 19:14**.

Reflection Prompts:

- God calls us not only to write truth, but to speak it
- Our voices can be used for justice, encouragement, and praise
- Speaking aloud makes our message public, bold, and real

Journal Prompt (All students):

"What message from this course do I want to say out loud and share with others?" (2–3 sentences)

Addresses content descriptions:

- AC9E7LE01, AC9E8LE01, AC9E9LE01, AC9E10LE01
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Reading – Speaking with Impact: From Page to Performance

Reading aloud brings writing to life. Effective oral delivery involves:

- **Pace** – not too fast or slow
- **Tone and expression** – matching emotion to meaning
- **Pause and emphasis** – letting key ideas land
- **Connection** – visual or emotional engagement with your listener

Differentiated Activity
Years 7–8:
List three things you should do when reading your writing aloud. Practise one short paragraph aloud with expression.

Years 9–10:
Annotate a short piece of your own writing with cues for pace, tone, emphasis, and pauses. Practise reading it aloud once or twice and reflect briefly on what changed.

Addresses content descriptions:

- AC9E7LY02, AC9E8LY02, AC9E9LY02, AC9E10LY02
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Activity – Choose a Piece to Present

Select one text you've written during the course:

- A poem (e.g. on nature, identity, praise)
- A monologue (e.g. Abraham, Isaac)
- A devotional reflection (e.g. Psalm 139)
- A persuasive paragraph (e.g. defending the Flood)
- A creative narrative (e.g. Babel, ancient myth)

Steps:

1. Read your piece aloud at least twice
2. Mark pauses, emphatic words, or tone changes
3. Practise standing or sitting tall, speaking clearly, and owning your message

Differentiated Instructions
Years 7–8:
Use a coloured pen to mark where you should pause or emphasise a word. Practise reading your piece to a mirror or family member.

Years 9–10:
Create a rehearsal script by editing your piece for stronger flow and rhythm aloud. Focus on refining sentence structure and word choice for maximum impact.

Addresses content descriptions:

- AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06
- AC9E7LY07, AC9E8LY07, AC9E9LY07, AC9E10LY07
- AC9E7LA05, AC9E8LA05, AC9E9LA05, AC9E10LA05

Writing Task – Presentation Script (Optional)

Rewrite your selected piece for spoken word delivery.

Features of a spoken script:

- Shorter phrases or poetic line breaks
- Emphasis on rhythm and impact
- Clear structure and space for pause

Example:

You know me, Lord.
Not just my face,
But my fears.
Not just my name,
But the ache behind it.

Differentiated Instructions
Years 7–8:
Break your original writing into shorter lines and mark places to pause or breathe. Try reading it with a friend or family member.

Years 9–10:
Refine your draft with attention to performance elements: tone, pacing, repetition, and emotional build. Practise until it feels natural and sincere.

Addresses content descriptions:

- AC9E7LE07, AC9E8LE06, AC9E9LE06, AC9E10LE08
- AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06
- AC9E7LY07, AC9E8LY07, AC9E9LY07, AC9E10LY07

Reflection Questions

1. What did you learn about your writing by reading it aloud?
2. Which words or moments stood out more when spoken than on paper?
3. How can your voice be used to encourage, convict, or comfort others?

Addresses content descriptions:

- AC9E7LE02, AC9E8LE02, AC9E9LE02, AC9E10LE02
- AC9E7LY05, AC9E8LY05, AC9E9LY05, AC9E10LY05

Closing Prayer

Lord, thank You for the words You've given me. Thank You for every story, poem, thought, and truth I've written this term. Help me to speak them boldly, wisely, and kindly. May my voice carry Your grace and truth to those who need to hear it. In Jesus' name, Amen.

Optional Extension – Present to an Audience

Choose a final way to share your message:

- **Home Performance** – Present to your family or group
- **Recording** – Audio or video
- **Presentation Board** – Decorate and display your work
- **Community Sharing** – Submit to a publication, church, or event

After presenting, write:

"What did I learn from sharing my writing out loud?" (3–5 sentences)

Addresses content descriptions:

- AC9E7LY07, AC9E8LY07, AC9E9LY07, AC9E10LY07
- AC9E7LY06, AC9E8LY06, AC9E9LY06, AC9E10LY06

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- **AC9E10LE08** – Create and edit literary texts with a sustained **voice**, selecting and adapting **language**, **text structures**, and **literary devices**

LITERACY – Interacting, Interpreting, and Creating Texts

- **AC9E7LY02** – Use **interaction skills** when discussing and presenting ideas and information
- **AC9E8LY02** – Use **interaction skills** for identified purposes and situations, including when supporting or challenging meaning
- **AC9E9LY02** – Listen to spoken texts and analyse how **language features** position listeners; use **interacting skills** to discuss and present opinions
- **AC9E10LY02** – Listen to spoken texts and explain the **purposes and effects** of **language features**; use **interaction skills** to present opinions

- **AC9E7LY05** – Use **comprehension strategies** to **analyse and summarise** information and ideas
- **AC9E8LY05** – Use **comprehension strategies** to **interpret and evaluate ideas**
- **AC9E9LY05** – Use **comprehension strategies** to **compare and contrast** ideas and opinions
- **AC9E10LY05** – Integrate **comprehension strategies** to **analyse and interpret complex and abstract ideas**
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- **AC9E8LY06** – Organise and expand ideas using **literary and language features**
- **AC9E9LY06** – Create texts developing ideas using **text structures** and **literary devices**
- **AC9E10LY06** – Publish texts that **experiment** with **language features**, **text structure**, and **literary devices**
- **AC9E7LY07** – Plan, rehearse and deliver **presentations** using appropriate **features of voice** (volume, tone, pace)
- **AC9E8LY07** – Plan, rehearse and deliver **presentations** using **language features** and **features of voice** to suit formal or informal situations
- **AC9E9LY07** – Deliver presentations using rhetorical and organisational techniques for **purpose and audience**
- **AC9E10LY07** – Deliver spoken presentations using rhetorical devices and voice to engage **audiences for different purposes**

TOPIC 9

CULMINATING PROJECT OR ASSESSMENT

In future editions, a formal assessment task (instructions for a Selected Portfolio of Activities) will be included.