

“Postmodern Times (Truth & Trust)”

Year C, Term 4

This unit provides credit towards
Certificate II in General Education for Adults:
VU23820 Engage in complex texts for learning
purposes; &
VU23825 Create complex texts for learning
purposes



Aligned with Certificate II in General Education for Adults...

VU23820 Engage with complex texts for learning purposes.

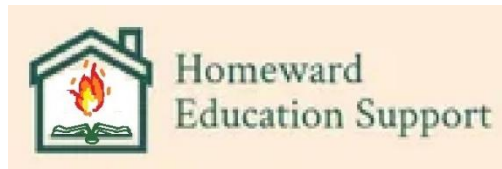
VU23825 Create complex texts for learning purposes.



Homeward
Education Support

Grades
7-10

ENGLISH



ENGLISH (Grades 7-10)

“Postmodern Times (Truth & Trust)”

SUMMARY:

This 8-week course provides English language, literature and literacy skills at the Year 7 to 10 level, while contributing towards requirements for a year 10 certificate or a Certificate II in General Education. The themes used as source material are linked with the post-war/post-modern Historical Era of 1945 to 2000AD.

Weekly Lesson Structure

Each lesson will contain:

1. **Introduction & Historical Context** (linked to HASS theme)
2. **Close Reading / Literature Study** (poetry or novel extract)
3. **Activity / Skills Focus** (discussion, annotation, or writing task)
4. **Narration / Reflection** (oral or written summary with Christian worldview connections)
5. **Curriculum Links** – AC9 codes from **all three strands** (Language, Literature, Literacy) for **both 7–8 and 9–10**
6. **Justification** – why each AC9 code fits that lesson

Writing Skills Integration (Cert II General Education)

Progression across the course will follow the required elements for the Cert II in General Education:

- **Weeks 1–2:** Research and summarising complex texts
- **Weeks 3–4:** Structuring analytical and persuasive texts
- **Weeks 5–6:** Producing essays and research reports with referencing
- **Weeks 7–8:** Creative nonfiction and final essay (synthesis of history + literature)

RESOURCES:

- ‘Hidden Figures’ by Margot Lee Shetterly
- Each student will also need an English Journal (i.e., a lined exercise book for writing responses to questions and creative writing activities).
- It is also helpful to have a good dictionary (or access to online search for word definitions)

- All the other information you need is included within the informational story in each lesson plan. The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some art and craft materials.
- Three lessons a week will provide the basic learning to address the Australian Curriculum. To enjoy a richer learning experience, you could supplement the lessons with extra reading and research about the topics in this unit, from your local library.

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

- To be advised

English Course: *Truth & Trust through Literature* (1945–2000)

Year Levels: 7–10

Structure: 8 weeks × 3 lessons = 24 lessons

Integration: English (Language, Literature, Literacy) + History themes (from HASS guide, 1945–2000)

Christian Worldview: Truth, trust, moral responsibility, and discernment

Week-by-Week Overview (aligned to the History lessons for this term).

Week 1 – Ideological Foundations and Post-War Reconstruction

- **Lesson 1 (Poetry):** T.S. Eliot, *The Hollow Men* (reflecting post-WWII disillusionment).
 - **Lesson 2 (Hidden Figures):** Introduction to the book, historical context, key characters.
 - **Lesson 3 (Writing):** Writing summaries (structuring main ideas, using cohesion).
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Week 2 – Israel & the Western World

- **Lesson 1 (Poetry):** Yehuda Amichai, *An Arab Shepherd Is Searching for His Goat on Mount Zion*.
 - **Lesson 2 (Hidden Figures):** Chapters 3–5 – segregation and barriers.
 - **Lesson 3 (Writing):** Analytical paragraphs (topic sentences, evidence, linking).
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Week 3 – Migration & Multiculturalism

- **Lesson 1 (Poetry):** Peter Skrzynecki, *Migrant Hostel*.
 - **Lesson 2 (Hidden Figures):** Chapters 6–8 – community and resilience.
 - **Lesson 3 (Writing):** Comparative writing (texts in historical/social context).
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Week 4 – Civil Rights & the Fight for Justice

- **Lesson 1 (Poetry):** Oodgeroo Noonuccal, *All One Race*.
 - **Lesson 2 (Hidden Figures):** Chapters 9–11 – civil rights parallels.
 - **Lesson 3 (Writing):** Persuasive writing (stance, counter-argument, biblical values).
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Week 5 – Cold War Conflicts & Ideological Control

- **Lesson 1 (Poetry):** A.D. Hope, *Australia 1945*.
- **Lesson 2 (Hidden Figures):** Chapters 12–14 – technological progress vs ideology.
- **Lesson 3 (Writing):** Critical essays (planning, extended argument, referencing).

Week 6 – The Space Race & Technological Faith

- **Lesson 1 (Poetry):** Judith Wright, *Trains* (technology and change).
 - **Lesson 2 (Hidden Figures):** Chapters 15–17 – the Moon landing era.
 - **Lesson 3 (Writing):** Research writing (synthesising sources, note-taking).
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Week 7 – The Rise of the Counterculture

- **Lesson 1 (Poetry):** Allen Ginsberg, *Howl* (counterculture critique, with Christian discussion on truth vs relativism).
 - **Lesson 2 (Hidden Figures):** Chapters 18–20 – personal courage in cultural change.
 - **Lesson 3 (Writing):** Creative nonfiction (memoir and testimony writing).
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Week 8 – The Globalising World & Postmodern Turn

- **Lesson 1 (Poetry):** Les Murray, *An Absolutely Ordinary Rainbow* (truth, emotion, postmodernism).
 - **Lesson 2 (Hidden Figures):** Conclusion – final chapters, legacy, worldview reflection.
 - **Lesson 3 (Writing):** Final assessment essay – “How does *Hidden Figures* show truth, trust, and resilience in history?”
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Prior to starting each week, review the recommended resources.

Contents

Week	Description	Page
Week 1	Ideological Foundations and Post-War Reconstruction	
Week 2	Israel & the Western World	
Week 3	Migration & Multiculturalism	
Week 4	Civil Rights & the Fight for Justice	
Week 5	Cold War Conflicts & Ideological Control	
Week 6	The Space Race & Technological Faith	
Week 7	The Rise of the Counterculture	
Week 8	The Globalising World & Postmodern Turn	
Week 9	Assessment	
	Mapping for Certificate II in General Education for Adults	

WEEK 1	IDEOLOGICAL FOUNDATIONS AND POST-WAR RECONSTRUCTION

Preliminary Activity:

A) Keeping your Subject Journals Orderly:

During this course, as you work on the English lessons (and other subjects), you will record your answers to questions and your thoughts about the topics, in your Subject Journals (eg., your English Journal, or your History Journal or Science Journal, etc).

Keep them neat and organised by using headings and subheadings to locate your work. If you are learning with a school (in a classroom or via Distance Learning at Home), then your Subject Journals may be collected for assessment and/or for evidence of engagement with the English, History or Science course. For each Term of 9 weeks or so, you will need a separate exercise book to use as your English Journal, (or your History Journal and/or Science Journal) for that unit of the course.

Organise your Subject Journals by creating headings and sub-headings.

The Front Cover: On the front cover, you should record that the subject is English (or History or Science) or call it an “ENGLISH JOURNAL” (or other subject).

The name of the unit of study for this term is “THE POSTMODERN ERA (The Truth Unit)”. Along with the subject name, this should be in the main title for this term’s Journal.

ENGLISH JOURNAL

THE POSTMODERN ERA (The Truth Unit)

Weeks: Although a school ‘term’ in Australia is typically 10 weeks, we have designed 8 weeks of lessons, so there is space in the term for further reading and research, and for assignments, extra field-work and culminating projects that can be used for assessment. To keep your work organised, so it is easy for your teacher to review, you should place a heading for each week of the term.

For example – WEEK 1, or WEEK 2 etc.

Lessons: For most subjects there will be between 3 and 5 lessons per week. The course is designed so that if you complete three lessons each week, you will cover the required content in a basic minimal way. The fourth or fifth lesson each week provides opportunity for more in-depth study, extension or review and practice of concepts. The amount you accomplish each week can be adjusted according to your ability and special needs in two ways:

- i) as some units have been written with three, four, or five lessons, a slower student might accomplish 3 lessons per week, whereas a more able student might accomplish 5 lessons per week;
- ii) adjustments can be made so that a Year 10 student who is struggling to keep up, could answer the

Thinking Questions and learning Activities at the Year 7 & 8 level. An advanced Year 7 or 8 student could also complete the Year 9 & 10 activities or there is sometimes an extra Optional Extension Activity at the end of a lesson.

Therefore, to organise your Subject Journal, create a subheading for LESSON 1; then write your responses to questions and activities on the pages for that lesson.

The next sub-heading will be LESSON 2, etc.

Then Lesson 3, etc.

Next week there will be a new heading for WEEK 2, followed by the lesson numbers in Week 2.

Lesson 1 – Poetry

Poem: *Bringing Forth New Life* by Sadako Kurihara (1945)

Theme: Ideological Foundations and Post-War Reconstruction

Historical Focus: The devastation of WWII and the hope of rebuilding.

Christian Connection: Light in darkness, hope after despair, the call to rebuild with truth and compassion.

A) Introduction

Read this section aloud to yourself before beginning.

You are about to study a poem written just after the end of the Second World War. The world had seen cities destroyed, millions of lives lost, and families broken. In August 1945, two atomic bombs were dropped on Japan. One city was Hiroshima.

In that place of ruin and despair, a Japanese Christian poet named Sadako Kurihara wrote a poem called *Bringing Forth New Life*. The poem tells the story of a woman who gave birth inside a dark, ruined building on the very night the bomb was dropped. People were dying all around, but one baby was born.

The poem shows something amazing: even in the darkest hour, there is still hope, sacrifice, and life.

As you read and reflect on this poem, remember that after war, nations – including Australia – had to rebuild not only their houses and cities but also their trust in truth, justice, and compassion.

B) Reading the Poem

Read carefully and slowly.

Bringing Forth New Life (Sadako Kurihara, 1945)

At night, in an air-raid shelter,
a baby was born in the darkness.

Amid the moans of the dying,
the shouts of those searching for loved ones,
one woman raised her voice:
“A baby is being born! Bring a light!”

But no one could.
Not a single match.

Then, from among the dying,
someone cried:
“Take my life – but let this baby live.”

And the midwife, her hands trembling,
brought forth new life.

In the darkness,
a baby's first cry rang out –
a cry of hope.

(Note: This is one of several English translations available of the poem "Umashimenkana.")

C) Step-by-Step Self-Tutorial

1. Think About the Scene

Close your eyes for a moment. Imagine yourself in a dark underground shelter. People are groaning, some are dying, there is no electricity, no candles, no matches. And in the middle of this, a new life is about to be born.

Write down three words that come to your mind when you picture this.

2. Annotate the Poem

Take a pencil and underline:

- Any word or phrase that describes darkness, despair, or suffering.
- Any word or phrase that describes hope, life, or sacrifice.

Beside the underlined words, jot a small note: "darkness," "hope," "sacrifice," or "life."

3. Answer Questions in Your Journal

- What images of despair do you notice most strongly?
 - What small actions bring hope into the poem?
 - Why do you think Kurihara chose to write about a baby?
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4. Narration (Retelling)

Now, close your book or notes. In your own words, retell the story of the poem aloud – as if you are telling it to a younger sibling or friend.

Then, write a short paragraph (5–6 sentences) retelling the poem.

5. Christian Reflection

Read this Bible verse:

“Weeping may endure for a night, but joy comes in the morning.” – Psalm 30:5

How does this verse connect to the poem? Write two or three sentences explaining the connection.

D) Year 7-10: Creative Response

Choose one of the following activities:

1. **Poetry Response:** Write a short poem (at least 8 lines) inspired by Kurihara’s work. Begin with the words, *“In the ruins, I saw ...”*
 2. **Visual Response:** Create a sketch or painting showing the contrast between despair and hope in the poem.
 3. **Personal Response:** Write a personal reflection: *What act of kindness can bring hope in times of suffering today?*
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E) Wrap-Up

By completing this lesson, you have:

- Read a poem that shows both despair and hope after WWII.
- Understood how literature can reflect history and help people process trauma.
- Practised summarising and reflecting with a Christian worldview lens.

Keep your notes, written narration, and creative response in your English Journal.

Teacher Notes – Classroom Adaptation

If you are teaching this lesson in a group or school classroom, here are some suggestions:

- **Class Reading:** Divide the poem into sections and have different students read each stanza aloud. Discuss how tone of voice changes the meaning.
 - **Discussion Circles:** Form small groups to identify words of despair vs hope, then share findings with the class.
 - **Drama Activity:** Students role-play the scene – a dark shelter, a birth taking place, voices calling out. Reflect afterward on how the experience felt.
 - **Collaborative Poster:** As a class, create a large “Hope in the Darkness” poster with quotes from the poem, images, and relevant Bible verses.
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Curriculum Links

Years 7–8

- **Language:** AC9E7LA02, AC9E8LA03
- **Literature:** AC9E7LE01, AC9E8LE01
- **Literacy:** AC9E7LY05, AC9E8LY06

Years 9–10

- **Language:** AC9E9LA03, AC9E10LA04
- **Literature:** AC9E9LE01, AC9E10LE04
- **Literacy:** AC9E9LY05, AC9E10LY06

Justification:

- **Language codes** build skills in analysing imagery and cohesion in student writing.
 - **Literature codes** ensure students connect text to historical/cultural context and evaluate values.
 - **Literacy codes** build comprehension, summarisation, and written creation skills – also preparing students for Cert II writing expectations
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Lesson 2: Novel Study – *Hidden Figures* (Ch. 1–2)

Text: *Hidden Figures* by Margot Lee Shetterly (Chapters 1–2)

Theme: Post-war reconstruction, women in the workforce, racial segregation, and resilience.

Christian Connection: Dignity, perseverance, and using God-given talents for truth and service.

A) Introduction

Today you will begin reading *Hidden Figures*. This book tells the story of African American women mathematicians who worked for NASA in the 1940s–1960s. They faced discrimination because of both race and gender, but they persevered, trusted in their skills, and contributed to America’s space program.

As you read, notice how truth and courage stand out in their lives. They refused to let lies about their worth define them. Instead, they proved their value through character, orderliness, and faithfulness in their work.

B) Reading the Text

Read Chapters 1 and 2 of the book.

Keep your journal open while you read. Write down:

- The names of the main characters introduced.
 - Any challenges they face.
 - Any moments that show courage, dignity, or perseverance.
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C) Guided Self-Tutorial Activities

1. Vocabulary

Write down and define the following key terms (use a dictionary if needed):

- Segregation
- Mathematician
- Aeronautics
- Perseverance

2. Comprehension

Answer these questions in your journal:

- Who is Dorothy Vaughan, and what opportunities opened for her because of WWII?
- How did the war affect women’s roles in the workforce?
- What prejudices or barriers are mentioned in these chapters?

3. Narration (Retelling)

Close your book and notes. In your own words, retell what happened in Chapters 1 and 2. Pretend you are telling the story to a younger sibling or friend who hasn't read the book yet.

Now, write a paragraph (6–8 sentences) summarising the chapters.

4. Christian Reflection

Read Colossians 3:23:

"Whatever you do, work at it with all your heart, as working for the Lord, not for human masters."

How does this verse describe Dorothy Vaughan's attitude to work? Write a short response (3–4 sentences).

D) Creative Response Activities

Choose one:

1. **Character Profile:** Create a one-page profile of Dorothy Vaughan, including her strengths, challenges, and achievements. Add a Bible verse that matches her character.
 2. **Timeline:** Draw a short timeline of Dorothy Vaughan's early life up to her first NASA work, showing key turning points.
 3. **Letter Writing:** Imagine you are Dorothy Vaughan writing to a friend about your new job at NASA. Write a one-page letter describing your hopes and challenges.
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E) Wrap-Up

By completing this lesson, you have:

- Learned about Dorothy Vaughan and the beginning of the NASA story.
- Understood how WWII opened new opportunities for women.
- Practised summarising, vocabulary building, and reflective writing.
- Connected biblical principles of perseverance and service to historical events.

Keep your notes, vocabulary list, and creative response in your English Journal.

Teacher Notes – Classroom Adaptation

For use in a group or school setting:

- **Group Reading:** Assign different students to read sections aloud. Pause to clarify historical context (segregation, workforce changes).

- **Think-Pair-Share:** Have students pair up to discuss Dorothy Vaughan’s qualities and challenges, then share with the class.
- **Roleplay Activity:** Students act out a short interview with Dorothy Vaughan – one plays Dorothy, the other a reporter.
- **Class Poster:** Create a collaborative poster titled “Perseverance in the Face of Barriers,” with quotes from the book and Bible verses.

Curriculum Links

Years 7–8

- **Language:** AC9E7LA03, AC9E8LA04
- **Literature:** AC9E7LE01, AC9E8LE01
- **Literacy:** AC9E7LY05, AC9E8LY06

Years 9–10

- **Language:** AC9E9LA03, AC9E10LA04
- **Literature:** AC9E9LE01, AC9E10LE04
- **Literacy:** AC9E9LY05, AC9E10LY06

Justification:

- **Language codes** ensure students understand text structures and cohesion in both reading and writing.
 - **Literature codes** connect the novel to its historical and social context, helping students analyse values and representation.
 - **Literacy codes** support comprehension, summarisation, and creation of analytical and reflective texts.
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Lesson 3: Writing Skills – Summary Writing & Cohesion

Focus: Summary Writing and Cohesion

Text Sources for Practice:

- Poem *Bringing Forth New Life* (from Lesson 1)
- *Hidden Figures*, Chapters 1–2 (from Lesson 2)

Skill Development:

- Identifying main ideas and details
- Writing clear topic sentences
- Using cohesion devices (linking words and transitions)
- Creating a structured, accurate summary

Christian Connection: Clarity and order in writing reflect the value of truth and orderliness in God’s design.

A) Introduction

Today you are going to practise one of the most important writing skills: **summarising**.

A summary is not just copying sentences. It is like taking a big, messy puzzle and showing only the key pieces so that others can still see the whole picture. A summary explains the main points, without the extra details.

When you learn to summarise, you are learning to:

- Think clearly about what is most important
- Organise your ideas in the right order
- Express truth in a way that others can understand

This is also a Christian practice: God is a God of order, not confusion (1 Corinthians 14:33). Writing clearly and truthfully honours Him.

B) Guided Self-Tutorial Activities

1. Understanding Summaries

Read this short paragraph:

“World War II ended in 1945 after six years of fighting. Millions of lives were lost, cities were destroyed, and nations faced the task of rebuilding. Out of this devastation, new organisations like the United Nations were formed, women entered new roles in the workforce, and technology advanced rapidly.”

Now ask: What is the main idea?

- Main idea: *World War II caused destruction but also led to major changes in society.*

That one sentence is a summary.

2. Summarising *Bringing Forth New Life*

Look back at the poem. Ask yourself:

- What is the main event?
- What are the main feelings?
- What is the main message?

Task: Write a 3–4 sentence summary of the poem.

3. Summarising *Hidden Figures* (Chapters 1–2)

Think about Dorothy Vaughan’s story.

- What happened?
- What challenges did she face?
- What is the main theme?

Task: Write a paragraph (5–6 sentences) summarising Chapters 1–2.

4. Using Cohesion

Cohesion means linking your sentences together, so they flow smoothly. Practice using these linking words:

- **To add ideas:** also, furthermore, in addition
- **To show contrast:** however, although, but
- **To show result:** therefore, as a result, so
- **To order events:** first, then, next, finally

Task: Go back to your summaries. Add some of these linking words to make your summaries flow smoothly.

5. Combined Summary Task

Now, write one longer summary (150–200 words) that combines both the poem and the novel chapters. Use a topic sentence, include the main points, and link them with cohesion. Title it: *Hope and Perseverance after War*.

C) Christian Reflection

Read Philippians 4:8:

“Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.”

Summaries should focus on what is true and important. How does this verse remind you to choose carefully what to include in a summary? Write 2–3 sentences in your journal.

D) Wrap-Up

By completing this lesson, you have:

- Learned how to identify main ideas and details
- Practised summarising a poem and a novel passage
- Used cohesion to connect ideas in your writing
- Reflected on how clarity and truth in writing honour God

Keep your written summaries and reflection in your English Journal. These skills will prepare you for bigger essays later in the course, and also prepare you for the History assessment at the end of the term.

Teacher Notes – Classroom Adaptation

- **Group Brainstorm:** On the board, write down too many details from the poem or novel, then guide the class to cross out extras until only the main points remain. This shows how a summary is created.
 - **Peer Review:** Students swap summaries with a partner and check if the main points are clear and well linked.
 - **Cohesion Practice Game:** Provide sentence strips from the poem and novel events. In pairs, students connect them with linking words to create a flowing paragraph.
 - **Whole-Class Project:** Create a giant wall chart titled *“How to Write a Summary”* with examples from both texts.
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Curriculum Links

Years 7–8

- **Language:** AC9E7LA03, AC9E8LA04
- **Literature:** AC9E7LE01, AC9E8LE01
- **Literacy:** AC9E7LY05, AC9E8LY06

Years 9–10

- **Language:** AC9E9LA03, AC9E10LA04
- **Literature:** AC9E9LE01, AC9E10LE04

- **Literacy:** AC9E9LY05, AC9E10LY06

Justification:

- **Language codes:** teaching sentence cohesion and structure improves clarity.
- **Literature codes:** summaries are drawn from historical and cultural texts.
- **Literacy codes:** students analyse, summarise, and produce new texts – exactly what summary writing demands.

WEEK 2

ISRAEL & THE WESTERN WORLD

Lesson 4 – Poetry

Poem: *An Arab Shepherd Is Searching for His Goat on Mount Zion* by Yehuda Amichai (1948)

Theme: Conflict and reconciliation in Israel and the Middle East

Christian Connection: Jesus the Good Shepherd brings peace beyond human conflict

A) Introduction

Today's poem is by Yehuda Amichai, an Israeli poet. He writes about everyday life in a land filled with conflict. His poem tells of a Jewish father searching for his son and an Arab shepherd searching for his goat. Even though they belong to groups often in conflict, they both long for the same thing: the safe return of what they love.

As you read, think: *What do all humans share, even when politics divide us?*

B) Reading the Poem

Read the poem slowly, out loud if you can.

*An Arab shepherd is searching for his goat on Mount Zion,
and on the opposite hill I am searching for my little boy.*

*An Arab shepherd and a Jewish father
both raise their voices into the valley,
searching for what is most precious to them.*

C) Step-by-Step Activities

1. **Visualisation:** Close your eyes and picture the two hills. Write three words that describe what you "see."
2. **Annotation:** Underline the words that show family or belonging (*goat, boy*). Circle the words that show separation (*opposite hill, valley*).
3. **Comprehension:** Answer in your journal:
 - Who are the two people?
 - What are they each searching for?

- How are they the same?
 - 4. **Narration:** Retell the poem in your own words as if you were explaining it to a friend who has never read it.
 - 5. **Christian Reflection:** Read John 10:11: *“I am the good shepherd. The good shepherd lays down his life for the sheep.”*
 - How is Jesus different from the shepherds in the poem?
 - How does He bring true reconciliation? Write 3–4 sentences.
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D) Creative Response

Choose one:

- **Art:** Draw the two hills with the shepherd and father calling across the valley. Add a Bible verse about peace.
 - **Poetry:** Write your own 8–10 line poem titled *Searching for Peace*.
 - **Prayer:** Write a prayer asking God to bring peace to divided peoples.
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Teacher Notes – Classroom Adaptation

- **Shared Reading:** Assign one student the role of the Arab shepherd and another the Jewish father. Read the poem aloud as a dialogue.
 - **Group Brainstorm:** On the board, create two columns: “Differences” and “Similarities.” Ask students to fill both. Discuss how similarities outweigh differences.
 - **Class Project:** Create a peace mural with drawings, key lines from the poem, and Bible verses chosen by the students.
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Curriculum Links

- **Years 7–8:** AC9E7LE01, AC9E8LE01, AC9E7LY05, AC9E8LY06
 - **Years 9–10:** AC9E9LE01, AC9E10LE04, AC9E9LY05, AC9E10LY06
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Lesson 5 – Novel Study

Text: *Hidden Figures*, Chapters 3–5

Theme: Segregation, opportunity, and courage

Christian Connection: Justice, mercy, and humility in leadership

A) Introduction

In these chapters, Dorothy Vaughan and her colleagues face segregation. They are not allowed to use the same bathrooms, libraries, or even workspaces as others. Yet, they keep working hard and supporting one another.

As you read, notice how Dorothy leads with quiet strength and dignity.

B) Reading

Read Chapters 3–5. Keep notes in your journal:

- New characters introduced
 - Examples of segregation
 - Acts of perseverance
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C) Step-by-Step Activities

1. **Vocabulary:** Define *segregation*, *promotion*, *perseverance*.
 2. **Comprehension:**
 - What barriers did Dorothy face?
 - How did she help other women?
 - How did she show leadership?
 3. **Narration:** Close the book and retell what happened in these chapters. Then write a paragraph summary (6–8 sentences).
 4. **Christian Reflection:** Read Micah 6:8: “*To act justly and to love mercy and to walk humbly with your God.*” Write 3–4 sentences about how Dorothy’s leadership reflects this verse.
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D) Creative Response

Choose one:

- **Character Sketch:** Draw Dorothy Vaughan and write five leadership qualities around her.
- **Diary Entry:** Imagine you are Dorothy writing about your first day leading others.
- **Speech:** Write a short motivational speech Dorothy might have given to encourage her colleagues.

Teacher Notes – Classroom Adaptation

- **Group Reading:** Assign chapters or paragraphs to different students for shared reading.
 - **Small Groups:** Each group makes a list of Dorothy’s challenges and her responses. Share with the class.
 - **Roleplay:** One student plays Dorothy giving advice to younger mathematicians. Others ask her questions.
 - **Class Display:** Build a “Wall of Perseverance” with quotes from Dorothy and Bible verses.
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Curriculum Links

- **Years 7–8:** AC9E7LA03, AC9E8LA04, AC9E7LE01, AC9E8LE01, AC9E7LY05, AC9E8LY06
 - **Years 9–10:** AC9E9LA03, AC9E10LA04, AC9E9LE01, AC9E10LE04, AC9E9LY05, AC9E10LY06
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Lesson 6 – Writing Skills

Focus: Analytical Paragraphs – Topic, Evidence, Explanation, Link

Christian Connection: Speaking truth with clarity and love

A) Introduction

Last week you learned to summarise. This week you will learn to write an **analytical paragraph**. That means: making a point, giving evidence, and explaining why it matters.

Think of it like this: a summary says *what happened*. An analytical paragraph explains *why it matters*.

B) Step-by-Step Activities

1. Learn the Structure:

An analytical paragraph should contain the following sections...

- Topic Sentence = the main point
- Evidence = quote or example from the text
- Explanation = why the evidence is important
- Link = connect to the next idea

2. Practice with the Poem:

Write a paragraph starting:

“The poem shows shared humanity through the father and shepherd.”

Use evidence from the poem and explain its meaning.

3. Practice with the Novel:

Write a paragraph about Dorothy Vaughan’s leadership. Use a specific example from Chapters 3–5 as evidence.

4. Independent Task:

Write two paragraphs (200 words total):

- One about the poem
- One about *Hidden Figures*

Make sure you include all four parts (topic, evidence, explanation, link).

C) Christian Reflection

Read Ephesians 4:15: *“Speak the truth in love.”*

Why is evidence important when you speak truth? Write 2–3 sentences.

D) Wrap-Up

By completing this lesson, you have:

- Learned how to write an analytical paragraph
 - Practised giving evidence from texts
 - Connected truth in writing with biblical values
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Teacher Notes – Classroom Adaptation

- **Model Paragraph:** Write a class paragraph together. Display the structure on the board.
 - **Peer Review:** Have students swap paragraphs and check for topic sentence, evidence, explanation, link.
 - **Anchor Chart:** Create a classroom poster called “How to Write an Analytical Paragraph” with student examples.
 - **Extension:** Advanced students can write three linked paragraphs to create a mini-essay.
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Curriculum Links

- **Years 7–8:** AC9E7LA03, AC9E8LA04, AC9E7LE01, AC9E8LE01, AC9E7LY05, AC9E8LY06
 - **Years 9–10:** AC9E9LA03, AC9E10LA04, AC9E9LE01, AC9E10LE04, AC9E9LY05, AC9E10LY06
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Lesson 7 – Poetry

Poem: *We're Australians Now* (original poem in the style of Banjo Paterson)

Theme: Migrant optimism and assimilation into Australian society

Christian Connection: God calls us to welcome the stranger and live in unity

A) Introduction

In the years after World War II, many families came to Australia from Europe and other parts of the world. They brought their traditions, languages, and stories – but they also came with a deep desire to belong to their new country.

These families built houses, planted gardens, worked hard in factories and farms, and sent their children to Australian schools.

My wife, Karen McNeice, was born in India. Her parents, Roly and Arlene Taylor came to Australia with her siblings in 1967 when she was 6 years old. She recalls that when they arrived, her father said: “*We’re no longer Indian. We’re Australians now.*” This was not mere words – it was a determination to contribute, to belong, and to embrace the blessings of their new home, and the many opportunities of this prosperous nation. Karen still loves Indian curries, and although she wishes her parents had kept speaking the Hindi language (which she has forgotten), still she appreciates how she grew up loving Australia and Australian history and culture.

The story of author, artist and comedian, Anh Do is another famous example of this attitude of migrants or refugees totally embracing the desire to assimilate into their new land. (Refer to his memoir “the Happiest Refugee” and his children’s book “The Little Refugee”).



However, there seems to be a different attitude with many migrants in recent years, where they want all the benefits offered by our Western civilisation and democratic system based on Judeo-Christian origins; but want to impose their views, religion and culture on the Australian people. There is a reason they have fled from what wasn’t working in their own land-of-birth, but they want to demand that Australia becomes the same. It’s hard to comprehend the logic of this sense of entitlement.

Putting that aside for now, today's poem celebrates the spirit of optimism and unity, of migrants from the second half of the 20th century. The poem is written in a style inspired by Banjo Paterson, who often wrote about Australians standing together.

B) The Poem – *We're Australians Now*

Read this aloud once to yourself, then a second time more slowly, listening to the rhythm and tone.

We're Australians Now

We came with hands still rough from toil,
From foreign streets, from other soil;
We crossed the seas with hope alight,
To find a land both free and bright.

We built our homes with steady care,
Planted gardens, breathed new air;
At "Mary Street" we tilled the ground,
And in its soil, our lives were found.

They called us "new" – yet here we stand,
With open hearts in open land;
We shared your sun, we learned your ways,
And sang your songs through working days.

Though accents lingered, customs stayed,
We wove them in with threads you made;
In schools, in shops, in fields we ploughed,
We joined our voices strong and proud.

No longer strangers set apart,
Australia claimed our work, our heart;
From north to south, from coast to brow,
We're Australians, fully, now.

C) Activities

1. Understanding the Poem

- **Highlight:** In your copy of the poem, underline the lines that show building and belonging (e.g. "We built our homes with steady care").
- **Circle:** Circle the words that show optimism and pride (e.g. "hope alight," "strong and proud").

2. Comprehension Questions

Write short answers in your journal:

1. Why did people come to Australia after WWII?
2. What kinds of things did they build or create here?
3. How did migrants show they wanted to be part of Australian society?
4. What message do you think the last verse gives about identity?

3. Narration

Close your book. In your own words, retell what the poem is about – as if you were explaining it to a friend. If possible, retell the poem to your parent or tutor.

4. Christian Reflection

Read Leviticus 19:34:

“The foreigner residing among you must be treated as your native-born. Love them as yourself, for you were foreigners in Egypt.”

How does this verse connect with the poem’s message? Write 3 – 4 sentences about how God calls us to welcome and include others.

D) Creative Response

Choose one task:

- **Poetry Writing:** Write your own 8–10 line poem titled *A New Beginning*, about a family starting life in Australia.
 - **Art:** Draw a picture of a migrant family building their new home or celebrating an Australian holiday together.
 - **Diary Entry:** Imagine you are a migrant in the 1950s. Write a diary entry about the first day you felt like “an Australian.”
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E) Teacher Notes – Classroom Adaptation

If teaching this lesson to a class:

- **Shared Reading:** Have the class read each stanza together in chorus to hear the rhythm.
- **Discussion Prompt:** Ask students, “*Why do you think many migrants said, ‘We’re Australians now’ instead of holding tightly to the past?*” Write their answers on the board.
- **Group Work:** Divide the class into four groups. Each group analyses one stanza of the poem and presents its meaning to the class.
- **Extension Activity:** Compare this poem with Peter Skrzynecki’s *10 Mary Street*. Discuss similarities and differences in how both show home-building and belonging.

Curriculum Mapping Table – Lesson 7

Content Description Code & Full Wording	Justification of Use in Lesson
AC9E7LE01 – Identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts.	Students explore how post-war migrants are represented with optimism and belonging.
AC9E8LE01 – Explain the ways that ideas and points of view represent the values of individuals and groups in literary texts.	Students explain how the poem shows migrant values of hard work, optimism, and contribution.
AC9E9LE01 – Analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts.	Students analyse the portrayal of migrants as builders of home and nation.
AC9E10LE01 – Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts.	Older students evaluate how the poem reflects the optimism and assimilation values of 1950s–60s Australia.
AC9E7LY05 – Use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and summarise information and ideas.	Applied through annotation, narration, and comprehension questions.
AC9E8LY06 – Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences.	Applied in the creative tasks (poem writing, diary entry, art responses).

Lesson 8 – Novel Study

Text: *Hidden Figures*, Chapters 6–8

Theme: Education, perseverance, and opening doors

Christian Connection: Using God-given gifts to serve others

A) Introduction

In Chapters 6–8, Katherine Johnson begins to shine at NASA. She is extremely skilled in mathematics, but at first others doubt her because of her race and gender. Through perseverance, she earns respect.

As you read, remember: *When you use your God-given talents faithfully, you can break down barriers and open doors for others.*

B) Reading

Read Chapters 6–8 carefully. Keep notes on:

- How Katherine gains trust
 - The obstacles she faces
 - How her skills make a difference
-

C) Step-by-Step Activities

1. **Vocabulary:** Define *trajectory*, *aerospace*, *credentials*.
 2. **Comprehension:**
 - What problems did Katherine help solve?
 - How did her persistence influence her colleagues?
 3. **Narration:** Retell her story in your own words. Write one paragraph (6–8 sentences).
 4. **Christian Reflection:** Read 1 Peter 4:10. How did Katherine use her gifts to serve? Write 3–4 sentences.
-

D) Creative Response

Choose one:

- **Character Map:** Draw Katherine and label her strengths, challenges, and achievements.
 - **Speech:** Write a short speech Katherine could give to young students about working hard.
 - **Timeline:** Make a timeline of Katherine’s career so far.
-

Teacher Notes – Classroom Adaptation

- **Group Discussion:** Divide class into groups. Each group lists a barrier Katherine faced and how she overcame it. Share findings.
- **Roleplay:** Act out a scene where Katherine presents her solution to colleagues.
- **Class Chart:** Create a wall chart: “Barriers Broken, Doors Opened.”

Curriculum Mapping Table – Lesson 8

Content Description	Justification
AC9E7LA03 – Identify and describe how texts are structured differently depending on their purpose and how language features vary.	Students observe how biography presents challenges and achievements.
AC9E8LA04 – Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs.	Applied when students write summaries and analyses of Katherine’s story.
AC9E9LE01 – Analyse representations of people and places in literary texts, drawn from historical, social and cultural contexts.	Students analyse how Katherine is represented as a pioneering African American woman.
AC9E10LE04 – Evaluate the social, moral and ethical positions represented in texts.	Students evaluate themes of justice, equality, and perseverance in <i>Hidden Figures</i> .

Lesson 9 – Writing Skills

Focus: Comparative Writing (Poem + Novel)

Christian Connection: Seeking truth and fairness when comparing

A) Introduction

You have read a poem about migrants becoming Australians and chapters of *Hidden Figures* about Katherine Johnson. Both texts show people striving to belong and contribute.

Today you will learn to write comparative paragraphs – explaining similarities and differences. This will train you to think clearly, use evidence, and express truth.

B) Step-by-Step Activities

1. **Learn the Structure:** a comparative paragraph should contain the following sections
 - Topic Sentence (state your comparison)
 - Evidence (quote from each text)
 - Explanation (how they are similar/different)
 - Link (wrap up)
 2. **Practice Together:**
Example Topic: “*Both Gilmore’s poem and Hidden Figures show optimism about building a new future, but in different settings.*”
 - Add one example from each text.
 - Explain the connection.
 3. **Independent Task:**
Write two comparative paragraphs (300 words total):
 - One on similarities
 - One on differences
-

C) Christian Reflection

Read James 2:1: “*Believers in our glorious Lord Jesus Christ must not show favouritism.*”

Write 2–3 sentences about how this principle applies to both migrants in Australia and women in science.

D) Wrap-Up

You can now:

- Write structured comparative paragraphs
 - Use evidence from both poetry and prose
 - Reflect Christian values of truth and fairness
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Teacher Notes – Classroom Adaptation

- **Model Paragraph:** Write one on the board together, showing each part of the structure.
- **Peer Review:** Students swap paragraphs and check if they included topic, evidence, explanation, and link.
- **Class Venn Diagram:** Create a large Venn diagram comparing the poem and novel.

Curriculum Mapping Table – Lesson 9

Content Description	Justification
AC9E7LY03 – Analyse the ways in which language features shape meaning and vary according to audience and purpose.	Used when comparing how poetry vs prose communicate belonging.
AC9E8LE02 – Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts.	Students discuss stylistic differences between Gilmore’s poem and Shetterly’s biography.
AC9E9LY03 – Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group.	Students evaluate how migrants and Katherine Johnson are portrayed.
AC9E10LE05 – Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts.	Applied in analysing how poem and novel structure shape interpretation when compared.

Lesson 10 – Poetry

Poem: *All One Race* by Oodgeroo Noonuccal (1964)

Theme: Racial equality, shared humanity

Christian Connection: All people are made in the image of God

A) Introduction

In the 1960s, both in America and Australia, people were demanding justice and equality for all people in situations where there truly was segregation and lack of opportunity for some. In the United States, the Civil Rights Movement was led by people like Martin Luther King Jr. In Australia, Aboriginal voices also rose to call for equal rights and recognition. It is quite different to today's rights movements that go far beyond equality when they call for special benefits for one group compared to the rest of society, or they promote hatred and violence against other groups. For example, when pro-Palestinian activist chant "*From the river to the sea – Palestine will be free*", they are not wanting a peaceful co-existence with Israel. They don't actually want a 'two-state solution' to the disputed territories. 'From the river to the sea' means they want to take over the whole area from the Jordan River to the Mediterranean Sea by completely destroying the nation of Israel.

However, putting that aside, today, we will explore a poem by an Aboriginal poet and activist who did truly desire equality and freedom for all (Oodgeroo Noonuccal). Her poem *All One Race* reminds us that, beneath skin colour and background, all humans are equal.

As you read, think: *What does Oodgeroo say about identity? What does this poem teach us about unity?*

B) The Poem – *All One Race*

*Black tribe, yellow tribe, red, white or brown,
From where the sun jumps up to where it goes down,
Herrs and pukka-sahibs, demoiselles and squaws,
All one family, so why make wars?
They're not interested in brumby runs,
We don't hanker after Midnight Suns;
I'm for all humankind, not colour gibes;
I'm international, and never mind tribes.*

*Black, white or brown race, yellow race or red,
From the torrid equator to the ice-fields spread,
Monsieurs and senors, lubras and fraus,*

*All one family, so why family rows?
We're not interested in their igloos,
They're not mad about kangaroos;
I'm international, never mind place;
I'm for humanity, all one race.*

C) Activities

1. **Annotation:** Highlight words that stress equality. Circle words that emphasise difference.
2. **Comprehension Questions:**
 - What does “all one race” mean in the poem?
 - How does the poet use simple language to make her point clear?
 - How is this message connected to justice?
3. **Narration:** Retell the poem in your own words as if explaining it to a younger child.
4. **Christian Reflection:** Read Galatians 3:26-29: “²⁶ So in Christ Jesus you are all children of God through faith, ²⁷ for all of you who were baptized into Christ have clothed yourselves with Christ. ²⁸ There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus. ²⁹ If you belong to Christ, then you are Abraham’s seed, and heirs according to the promise..”
By the way – the context of this scripture is not meaning that there is no such thing as a male or a female. It is talking about how males and females are equally valuable in God’s sight.

Write 3–4 sentences connecting these verses of Scripture to the poem.

D) Creative Response

Choose one:

- Write your own poem called *All One People* using at least three images of unity.
 - Create a poster for a 1960s “Civil Rights Rally” with a slogan from the poem.
 - Write a prayer for justice and unity in your nation.
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E) Teacher Notes – Classroom Adaptation

- **Choral Reading:** Have groups read stanzas aloud, each group emphasising a different line.
 - **Discussion:** Ask, *Why do you think Oodgeroo used simple words instead of complex ones?*
 - **Extension:** Compare this poem with Martin Luther King Jr.’s “I Have a Dream” speech – shown on the next few pages.
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Curriculum Mapping Table – Lesson 10

Content Description

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 the ways that ideas and points of view represent the values of individuals and groups in literary texts.

AC9E9LE01 – Analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts.

AC9E10LE01 – Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts.

Justification

Students explore the idea of racial equality in Oodgeroo's poem.

Students explain how Aboriginal voices expressed values of justice and unity.

Students analyse the representation of race and equality in the 1960s context.

Older students evaluate how the poem reflects civil rights struggles in Australia and globally.

Year 9 & 10 Extension reading: "I Have a Dream" speech by Martin Luther King Jr

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But 100 years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later the Negro is still languished in the corners of American society and finds himself in exile in his own land. And so, we've come here today to dramatize a shameful condition. In a sense we've come to our nation's capital to cash a check.

When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men – yes, Black men as well as white men – would be guaranteed the unalienable rights of life, liberty and the pursuit of happiness.

It is obvious today that America has defaulted on this promissory note insofar as her citizens of colour are concerned. Instead of honouring this sacred obligation,



America has given the Negro people a bad check, a check which has come back marked insufficient funds.

But we refuse to believe that the bank of justice is bankrupt.

We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism.

Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.



Civil rights protesters march from the Washington Monument to the Lincoln Memorial for the March on Washington on Aug. 28, 1963.

Kurt Severin/Three Lions/Hulton Archive/Getty Images

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. 1963 is not an end, but a

beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual.

There will be neither rest nor tranquillity in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force. The marvellous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny.

And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone. And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back.

There are those who are asking the devotees of civil rights, when will you be satisfied? We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.

We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating: for whites only.

We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote.

No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters, and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our Northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

So even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident, that all men are created equal.



People clap and sing along to a freedom song between speeches at the March on Washington for Jobs and Freedom in 1963.

Express Newspapers via Getty Images

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today.

I have a dream that one day down in Alabama with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right down in Alabama little Black boys and Black girls will be able to join

hands with little white boys and white girls as sisters and brothers. I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning: My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrims' pride, from every mountainside, let freedom ring.

And if America is to be a great nation, this must become true. And so let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snowcapped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that, let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, Black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: Free at last. Free at last. Thank God almighty, we are free at last.

Lesson 11 – Novel Study

Text: *Hidden Figures*, Chapters 9–11

Theme: Civil rights, perseverance, and parallel struggles for equality

Christian Connection: Acting justly and walking humbly with God

A) Introduction

While America’s space race was about rockets and mathematics, another “race” was happening at the same time – the struggle for civil rights. The women in *Hidden Figures* faced not only technical problems but also injustice, segregation, and unequal treatment.

As you read these chapters, notice: *How do the personal challenges of the women mirror the wider civil rights struggle?*

B) Reading

Read Chapters 9–11. Make notes on:

- Examples of injustice or barriers
 - How characters respond with dignity and courage
 - Signs of change or progress
-

C) Activities

1. **Vocabulary:** Define *segregation*, *justice*, *barrier*.
 2. **Comprehension:**
 - What examples of segregation are shown?
 - How does Katherine Johnson (or Dorothy, or Mary) respond?
 3. **Narration:** Retell these chapters in your own words.
 4. **Christian Reflection:** Read Micah 6:8. Write 3–4 sentences about how the women in *Hidden Figures* “acted justly and walked humbly.”
-

D) Creative Response

Choose one:

- Write a diary entry as Katherine Johnson, describing one of her civil rights challenges.
- Create a chart comparing the American Civil Rights struggle with the Aboriginal rights struggle in Australia.
- Write a short speech for Katherine to give at a civil rights rally.

E) Teacher Notes – Classroom Adaptation

- **Discussion:** How do the women’s experiences connect with broader issues of justice?
 - **Group Activity:** Split students into groups to find 3 examples of barriers and 3 examples of breakthroughs.
 - **Extension:** Link with Australian context – 1967 Referendum and Aboriginal rights.
-

Curriculum Mapping Table – Lesson 11

Content Description	Justification
AC9E7LA03 – Identify and describe how texts are structured differently depending on their purpose and how language features vary.	Students analyse biography as a way to tell both personal and historical struggles.
AC9E8LA04 – Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs.	Applied when writing summaries and comparisons.
AC9E9LE01 – Analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts.	Students analyse how women are represented in the context of civil rights.
AC9E10LE04 – Evaluate the social, moral and ethical positions represented in texts.	Students evaluate the moral positions on justice and equality.

Lesson 12 – Writing Skills

Focus: Persuasive Writing – stance, counter-argument, biblical values

Christian Connection: Speaking truth with love and justice

A) Introduction

You have learned how to write summaries and comparisons. Now you will learn persuasive writing. Persuasive writing means taking a **stance** (what you believe) and supporting it with reasons, while also addressing the **counter-argument** (what someone else might say).

This skill is important because Christians are called to stand for truth, but also to answer with grace and fairness.

B) Step-by-Step Activities

1. **Choose a Topic:** For example: “*Civil rights struggles in history show why equality matters.*”
 2. **Plan Your Stance:** Write down what you believe and 2–3 reasons.
 3. **Add Counter-Argument:** Think of what someone might disagree with and write one answer to it.
 4. **Structure:**
 - Introduction (your stance)
 - Paragraph 1 (reason + evidence)
 - Paragraph 2 (counter-argument + your response)
 - Conclusion (why your stance matters)
-

C) Practice Task

Write a persuasive paragraph (200 words):

- Stance: Equality is worth fighting for.
 - Evidence: Example from *All One Race* or *Hidden Figures*.
 - Counter-argument: “Some people said change takes too long.”
 - Response: Why justice cannot wait.
-

D) Christian Reflection

Read Proverbs 31:8–9: “*Speak up for those who cannot speak for themselves... defend the rights of the poor and needy.*”

It is interesting that the Scriptures talk about two kinds of ‘burdens’ that people carry.

On the one hand the Bible says “Each man should be responsible to carry their own burden (load)”.

And then it also says to “Carry one another’s burden (overload).”

So ‘take responsibility for yourself as well as helping others who are overloaded.

Now- getting back to this concept of “speaking up for those who cannot speak for themselves” - write 3–4 sentences about how persuasive writing can be used for good.

E) Teacher Notes – Classroom Adaptation

- **Model Together:** As a class, brainstorm reasons for equality. Teacher writes them on the board.
- **Peer Review:** Students swap persuasive paragraphs and highlight the stance, evidence, and counter-argument.
- **Extension:** Hold a class debate: “*Was civil disobedience justified in the Civil Rights Movement?*” The kind of civil disobedience we are talking about is where black people were not allowed in certain places or on particular trains and buses; or where the protesters (black and white people) were told they were not allowed to meet together and have a peaceful march to protest inequality.

Curriculum Mapping Table – Lesson 12

Content Description	Justification
AC9E7LY05 – Use comprehension strategies... to analyse and summarise information and ideas.	Students summarise ideas in planning their persuasive stance.
AC9E8LY06 – Plan, create, edit and publish written and multimodal texts, organising and expanding ideas... for purposes and audiences.	Students draft, edit, and refine persuasive writing tasks.
AC9E9LY03 – Analyse and evaluate how language features are used to represent a perspective of an issue...	Students practise counter-argument and persuasive responses.
AC9E10LY05 – Create spoken and written texts that communicate ideas, perspectives and values...	Students create persuasive texts showing biblical and moral values of justice.

Lesson 13 – Poetry / Song Lyrics

Text: *Russians* by Sting (1985)

Theme: Shared humanity beyond ideology

Christian Connection: All people are created in God's image, and love overcomes fear

A) Introduction

During the Cold War, both America and the Soviet Union stockpiled nuclear weapons. Politicians gave speeches about defending their nations, while ordinary people lived in fear of nuclear war.

In 1985, the musician Sting wrote a song called *Russians*. It wasn't merely entertainment – it was a protest and a prayer. He reminded listeners that beyond politics and ideology, people are the same: parents love their children, families want peace, and war is not winnable.



As you study the lyrics, think about this question:

How can art and music speak against fear and call people back to what we share in common?

B) Song Lyrics – *Russians*

(1985, Sting) Read the lyrics of this song, and if possible, listen to the song on YouTube.

[Verse 1]

In Europe and America

There's a growing feeling of hysteria

Conditioned to respond to all the threats

In the rhetorical speeches of the Soviets

Mr. Khrushchev said, "We will bury you"

I don't subscribe to this point of view

It would be such an ignorant thing to do

If the Russians love their children too



[Verse 2]

*How can I save my little boy
From Oppenheimer's deadly toy?
There is no monopoly of common sense
On either side of the political fence*

[Chorus]

*We share the same biology
Regardless of ideology
Believe me when I say to you
I hope the Russians love their children too*

[Instrumental Break]

[Verse 3]

*There is no historical precedent
To put the words in the mouth of the president
There's no such thing as a winnable war
It's a lie we don't believe anymore
Mr. Reagan says, "We will protect you"
I don't subscribe to this point of view
Believe me when I say to you
I hope the Russians love their children too*



[Instrumental Break]

[Chorus]

*We share the same biology
Regardless of ideology
What might save us, me and you
Is if the Russians love their children too*

[Instrumental Outro]

C) Activities

1. Annotation

- Underline lines that show **fear** (e.g., “hysteria,” “deadly toy”).
- Circle lines that show **hope** (e.g., “We share the same biology”).

2. Comprehension Questions

- What were people afraid of in the 1980s?
- What does Sting mean by “There’s no such thing as a winnable war”?
- How does the repeated line “I hope the Russians love their children too” change the tone of the song?

3. Narration

Close the text. Retell the message of the song in your own words. Pretend you are explaining it to a friend who has never heard it.

4. Christian Reflection

Read 1 John 4:18: “*There is no fear in love. But perfect love drives out fear.*”

- Write 3–4 sentences about how God’s love challenges fear and mistrust between nations.
-

D) Creative Response

Choose one:

- **Poetry Writing:** Write your own short song verse called *Peace in Our Time*.
 - **Poster:** Create a peace poster with the line “*We share the same biology, regardless of ideology.*”
 - **Diary Entry:** Imagine you are a teenager in the 1960s to 1980s. Write about how you felt hearing Sting’s song on the radio for the first time.
-

E) Teacher Notes – Classroom Adaptation

- **Listening Activity:** Play the song in class (if available). Ask students to write down words that stand out.
 - **Discussion:** How is this song different from a political speech? Why do songs sometimes have more power than official statements?
 - **Extension:** Compare Sting’s *Russians* with Oodgeroo Noonuccal’s *All One Race* (Week 4). Both focus on unity – but in different contexts.
-

Curriculum Mapping Table – Lesson 13

Content Description	Justification
AC9E7LE01 – Identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts.	Students explore Cold War fears and hopes in Sting’s lyrics.
AC9E8LE01 – Explain the ways that ideas and points of view represent the values of individuals and groups in literary texts.	Students explain how Sting’s lyrics represent the values of peace and shared humanity.
AC9E9LE01 – Analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts.	Students analyse how Russians and Americans are depicted as sharing the same humanity.
AC9E10LE01 – Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts.	Older students evaluate how the song reflects Cold War fears and debates about nuclear war.
AC9E7LY03 – Analyse the ways in which language features shape meaning and vary according to audience and purpose.	Students examine repetition, contrast, and rhetorical devices in the lyrics.

Lesson 14 – Novel Study

Text: *Hidden Figures*, Chapters 12–14

Theme: Technology, progress, and ideology

Christian Connection: Human knowledge is a gift from God

A) Introduction

During the Cold War, technology became a battleground. Who would launch the first satellite? Who would win the space race? *Hidden Figures* shows how mathematics and science were used to push human achievement forward – but also how ideology and politics shaped every decision.

As you read, ask: *How do these chapters show both technological progress and ideological control?*

B) Reading

Read Chapters 12–14. Take notes on:

- New breakthroughs in space technology
- Political or ideological pressures
- How the women responded to this context



"I counted the steps to the road, the steps up to church...anything that could be counted, I did." - Katherine Johnson

C) Activities

1. **Vocabulary:** Define *ideology*, *satellite*, *propaganda*.
2. **Comprehension:**
 - What progress was made in these chapters?
 - How was it influenced by the Cold War?
 - How did individuals contribute despite political pressures?
3. **Narration:** Retell the chapters briefly in your own words.
4. **Christian Reflection:** Read James 1:5: *"If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you."*

Write 3–4 sentences about how God's wisdom is different from worldly knowledge.

D) Creative Response

Choose one:

- Write a newspaper article from 1960 titled *New Frontiers in Space*.
 - Create a comic strip of Katherine explaining mathematics to a sceptical colleague.
 - Make a timeline of Cold War technology from Sputnik to the Moon landing.
-

E) Teacher Notes – Classroom Adaptation

- **Group Discussion:** How did the Cold War shape the lives of the characters in *Hidden Figures*?
 - **Activity:** Groups find one “progress” and one “pressure” from the chapters.
 - **Extension:** Compare with Australia’s Cold War experiences (e.g. Petrov Affair, fear of communism).
-

Curriculum Mapping Table – Lesson 14

Content Description	Justification
AC9E7LA03	Students see how biography structures show science + politics together.
AC9E8LA04	Applied in student summaries and responses to text.
AC9E9LE01	Students analyse how individuals were represented in Cold War technological progress.
AC9E10LE04	Students evaluate moral/ethical positions of using knowledge for ideological competition.

Lesson 15 – Writing Skills

Focus: Critical Essays – planning, extended argument, referencing

Christian Connection: Testing all things and holding onto what is true (1 Thessalonians 5:21)

A) Introduction

This week, your writing task is to plan and begin a **critical essay**. A critical essay is an extended argument that:

- Takes a clear stance
- Uses evidence
- Considers alternative views
- Is structured with introduction, body paragraphs, and conclusion

This is a higher-level skill that will prepare you for senior studies and also for evaluating truth claims in life.

B) Step-by-Step Activities

1. **Choose a Topic:** Example: “*Technology is always shaped by ideology.*”
 2. **Plan:**
 - Introduction: state your stance
 - Body: 3 paragraphs with reasons and evidence (from *Hidden Figures*, history, or poems)
 - Counter-argument: briefly address the other side
 - Conclusion: restate why your stance is stronger
 3. **Referencing:** Note where your evidence comes from (poem, novel, historical text).
-

C) Practice Task

Write an essay plan on the topic above. Include at least three pieces of evidence.

D) Christian Reflection

Read 1 Thessalonians 5:21: “*Test everything; hold fast what is good.*” Write 3–4 sentences on how Christians can test ideas critically while holding onto truth.

E) Teacher Notes – Classroom Adaptation

- **Model Planning:** Teacher and students plan one essay together on the board.
- **Peer Review:** Students swap essay plans and give one suggestion for improvement.
- **Extension:** Write a full 800-word essay.

Curriculum Mapping Table – Lesson 15

Content Description	Justification
AC9E7LY05	Students practise comprehension and summarising for evidence.
AC9E8LY06	Students plan and create extended written texts (essays).
AC9E9LY03	Students evaluate how language is used to present perspectives in argument.
AC9E10LY05	Students create extended essays with coherent structure, evidence, and referencing.

Lesson 16 – Poetry

Poem: *Rising from Earth* by Al Worden (Apollo 15 astronaut, 1974)

Theme: Awe of creation, human achievement, and humility in space

Christian Connection: The heavens declare the glory of God (Psalm 19:1)

A) Introduction

When humans first left Earth to travel into space, many astronauts said it changed how they saw life. Looking back at our planet from the vastness of space made them feel both small and full of awe.

Al Worden, who flew to the Moon on Apollo 15, recorded numbers and technical notes – but he also wrote poetry. His poem *Rising from Earth* captures the thunder of launch and the wonder of seeing Earth floating peacefully in space.



As you read, ask yourself: *How does being in space change a person's perspective on life and faith?*

B) The Poem – *Rising from Earth*

(excerpt)

A vibration, a roar
Motion
Shaking, rattling we lift
Straight up
We climb on plumes of thunder
Into a rising sun
And away from reality

...Earth is floating aimlessly, serenely
Peopled, I know, by intelligent life
Man is ever driven on
Vision greater than deed
Floating so far

Extending the realm of man
Born again in light of day
And everything is suddenly right.

C) Activities

1. **Annotation:** Highlight words that describe **force** (e.g. “plumes of thunder”). Circle words that describe **peace** (e.g. “serenely”).
 2. **Comprehension Questions:**
 - How does Worden describe the launch?
 - What does he notice about Earth from space?
 - What might he mean by “*Born again in light of day*”?
 3. **Narration:** Close your book. Retell the poem’s message in your own words.
 4. **Christian Reflection:** Read Psalm 8:3–4. Write 3–4 sentences connecting the astronaut’s perspective with the psalmist’s awe of creation.
-

D) Creative Response

Choose one:

- Write your own poem about seeing Earth from space.
 - Create an artwork showing Earth as small and fragile in the darkness of space.
 - Write a prayer thanking God for the beauty of His creation.
-

E) Teacher Notes – Classroom Adaptation

- **Listening Activity:** Play a video of an Apollo rocket launch while reading the first stanza aloud.
 - **Discussion:** Ask, *Why do astronauts often become more reflective or spiritual after space travel?*
 - **Extension:** Compare this poem with Psalm 19:1 (“The heavens declare the glory of God”).
-

Curriculum Mapping Table – Lesson 16

Content Description	Justification
AC9E7LE01	Students explore astronaut Worden’s personal perspective on space travel.
AC9E8LE01	Students explain how Worden’s point of view reflects awe and humility.
AC9E9LE01	Students analyse how Earth is represented as fragile and serene.
AC9E10LE01	Older students evaluate how astronaut poetry reflects Cold War space exploration.
AC9E7LY03	Students analyse rhythm, imagery, and repetition to interpret meaning.

Lesson 17 – Novel Study

Text: *Hidden Figures*, Chapters 15–17

Theme: The Moon landing era – science, courage, and faith in technology

Christian Connection: True hope rests not in technology but in God (Psalm 20:7)

A) Introduction

By the 1960s, the United States was racing the Soviet Union to land a human on the Moon. Technology was celebrated as the key to victory and progress. Yet behind every rocket launch were thousands of hours of mathematical work – much of it done by women like Katherine Johnson.

In *Hidden Figures*, we see how Katherine’s calculations became essential to the Apollo missions.

We live in a world created in an orderly way with Physics principles we can rely on. Because God created the laws of physics that we can trust, so we don’t just float off into oblivion, technology is made possible.

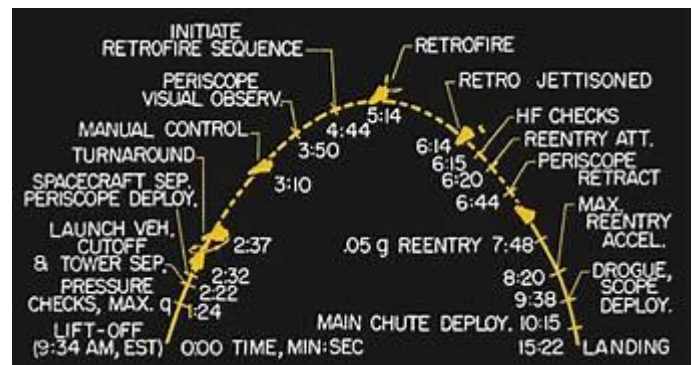


As you read, think: *How did people put faith in technology, and how did the mathematicians behind the scenes make that technology possible?*

B) Reading

Read Chapters 15–17. Take notes on:

- Katherine Johnson’s contributions to Apollo missions
- How astronauts trusted her calculations
- How technology was celebrated, yet still risky



C) Activities

1. **Vocabulary:** Define *trajectory*, *lunar module*, *calculation*.
2. **Comprehension:**
 - What did Katherine contribute in these chapters?
 - How did the astronauts depend on her work?
 - Why was her role significant in the “space race”?
3. **Narration:** Retell the chapters briefly in your own words.
4. **Christian Reflection:** Read Psalm 20:7: “Some trust in chariots and some in horses, but we trust in the name of the Lord our God.” Write 3–4 sentences on how this verse reminds us that even great technology cannot replace faith in God.

D) Creative Response

Choose one:

- Write a diary entry from Katherine Johnson on the day she checked calculations for the Apollo mission.
 - Draw a timeline linking her work to Apollo 11's success.
 - Write a short prayer thanking God for gifts of intelligence and perseverance.
-

E) Teacher Notes – Classroom Adaptation

- **Group Summaries:** Assign each group one chapter to summarise and present.
 - **Discussion Prompt:** *Was the space race about science or politics? Or both?*
 - **Extension:** Compare Apollo-era space travel with today's Mars exploration projects.
-

Curriculum Mapping Table – Lesson 17

Content Description	Justification
AC9E7LA03	Students analyse how biography presents technical detail and narrative.
AC9E8LA04	Students practise cohesion in summaries and written responses.
AC9E9LE01	Students analyse how Katherine is represented in the Apollo context.
AC9E10LE04	Students evaluate social, moral, and ethical issues around technology and human achievement.

Lesson 18 – Writing Skills

Focus: Research Writing – synthesising sources, note-taking

Christian Connection: Seek truth carefully and faithfully (Proverbs 18:15)

A) Introduction

This week, your writing skill is **research writing**. Research writing is about explaining, not persuading. You collect evidence from different sources, organise it, and present it clearly.

You will practise this by writing about: “*The Space Race and its impact on society.*”

B) Step-by-Step Activities

1. **Choose Your Sources:** Use three sources –
 - Poem (*Rising from Earth*)
 - Novel (*Hidden Figures*, Ch. 15–17)
 - One historical article (teacher/parent may provide)
 2. **Take Notes:** Write dot points of key information from each source.
 3. **Group Ideas:** Organise your notes into 3 themes, e.g.:
 - Technology and human achievement
 - Social change and inspiration
 - Faith vs misplaced trust in technology
 4. **Draft Paragraphs:** Write 1 paragraph per theme. Use evidence from at least two sources in each.
-

C) Practice Task

Write a 400–500 word research report answering:

“*How did the Space Race affect society in the 1960s?*”

It may be helpful to refer to my research article titled “Did Men Actually Land on the Moon” (on the next few pages), as well as other research articles.

D) Christian Reflection

Read Proverbs 18:15: “*The heart of the discerning acquires knowledge, for the ears of the wise seek it out.*”

Write 3–4 sentences about how Christians should approach research and knowledge-seeking with wisdom.

E) Teacher Notes – Classroom Adaptation

- **Model Note-Taking:** Teacher demonstrates taking notes from a paragraph.
- **Peer Check:** Students compare notes in pairs for clarity.

- **Extension:** Advanced students add correct references or footnotes.

Curriculum Mapping Table – Lesson 18

Content Description	Justification
AC9E7LY05	Students practise comprehension strategies in gathering and organising notes.
AC9E8LY06	Students plan, draft, edit, and publish research reports.
AC9E9LY03	Students evaluate how texts present perspectives in historical/technical contexts.
AC9E10LY05	Students create extended research essays with coherent structure and evidence.

Lesson 19 – Poetry

Poem: *Howl* (excerpt) by Allen Ginsberg (1956, iconic counterculture text)

Theme: Counterculture critique of modern society

Christian Connection: Testing truth claims – what does God say vs what the world says?

A) Introduction

In the 1950s and 60s, poets and artists began to reject traditional values, rules, and authority. This became known as the **counterculture**. Allen Ginsberg's *Howl* was one of the most famous poems of this movement.

The poem shocked many people with its raw language and criticism of society. It expressed a generation that was questioning everything: politics, war, family, even God.

As you read an excerpt from *Howl*, think: *What does this poem celebrate? What does it reject? And how does this compare to the truth of Scripture?*

B) The Poem – *Howl* (excerpt)

“I saw the best minds of my generation destroyed by
madness, starving hysterical naked,
dragging themselves through the negro streets at dawn
looking for an angry fix,
angel-headed hipsters burning for the ancient heavenly
connection to the starry dynamo in the machinery of night,
who poverty and tatters and hollow-eyed and high sat
up smoking in the supernatural darkness of
cold-water flats floating across the tops of cities
contemplating jazz,
who bared their brains to Heaven under the El and
saw Mohammedan angels staggering on
tenement roofs illuminated,
who passed through universities with radiant cool eyes hallucinating ...”

C) Activities

1. **Annotation:** Underline words that show despair. Circle words that show longing for something greater.
 2. **Comprehension Questions:**
 - How does Ginsberg describe his generation?
 - What are they searching for?
 - Why do you think people found this poem both powerful and disturbing?
 3. **Narration:** Retell the meaning of this excerpt in your own words.
 4. **Christian Reflection:** Read John 14:6. Write 3–4 sentences explaining how Jesus’ words contrast with the counterculture’s search for truth.
-

D) Creative Response

Choose one:

- Write your own poem about searching for truth.
 - Create artwork showing “two paths” – one of confusion, one of clarity in Christ.
 - Write a prayer for people seeking truth in today’s world.
-

E) Teacher Notes – Classroom Adaptation

- **Class Reading:** Read the excerpt aloud with strong rhythm and energy.
 - **Discussion Prompt:** *Why do you think young people were drawn to counterculture ideas?*
 - **Extension:** Compare Ginsberg’s poem with a Christian poem or psalm about truth.
-

Curriculum Mapping Table – Lesson 19

Content Description	Justification
AC9E7LE01	Students identify ideas and issues in Ginsberg’s poem.
AC9E8LE01	Students explain how counterculture values are represented in literature.
AC9E9LE01	Students analyse representation of youth culture and rebellion in the poem.
AC9E10LE01	Older students evaluate how the poem reflects 1950s–60s counterculture.
AC9E7LY03	Students analyse language features such as rhythm, imagery, and hyperbole.

Lesson 20 – Novel Study

Text: *Hidden Figures*, Chapters 18–20

Theme: Courage and perseverance in a time of cultural change

Christian Connection: Living faithfully in a shifting world

A) Introduction

While counterculture movements were rejecting authority and tradition, the women of *Hidden Figures* were showing another way to create change: through courage, perseverance, and excellence.

In Chapters 18–20, Katherine Johnson and her colleagues continue to face barriers. But instead of tearing down, they build up. Their lives are a testimony that true progress comes from faithfulness and diligence, not rebellion.

As you read, ask: *What kind of courage is shown here? How does it contrast with counterculture rebellion?*

B) Reading

Read Chapters 18–20. Take notes on:

- Challenges the women face
 - How they respond
 - The results of their perseverance
-

C) Activities

1. **Vocabulary:** Define *perseverance*, *resilience*, *integrity*.
 2. **Comprehension:**
 - What challenges do the women face in these chapters?
 - How do they respond differently than the “counterculture” approach?
 - What results follow from their choices?
 3. **Narration:** Retell the chapters in your own words.
 4. **Christian Reflection:** Read Romans 12:2. Write 3–4 sentences about how the women in *Hidden Figures* “did not conform” but instead showed integrity.
-

D) Creative Response

Choose one:

- Write a diary entry from Katherine Johnson about facing cultural change.
- Create a comic strip showing perseverance vs rebellion.
- Write a prayer thanking God for faithful witnesses in history.

E) Teacher Notes – Classroom Adaptation

- **Group Activity:** Divide students into pairs. One side lists counterculture traits, the other lists Katherine’s traits. Compare.
 - **Discussion Prompt:** *What kind of change lasts longer – rebellion or perseverance?*
 - **Extension:** Research another figure from the 1960s who pursued faithful change.
-

Curriculum Mapping Table – Lesson 20

Content Description	Justification
AC9E7LA03	Students analyse how biography presents moral character and courage.
AC9E8LA04	Applied when students organise summaries and narratives of events.
AC9E9LE01	Students analyse how women are represented in the cultural shifts of the 1960s.
AC9E10LE04	Students evaluate moral/ethical approaches to change in history.

Lesson 21 – Writing Skills

Focus: Creative Nonfiction – memoir and testimony writing

Christian Connection: Bearing witness to truth (Revelation 12:11)

A) Introduction

This week, you will practise writing **creative nonfiction**. This means writing true stories in a way that uses creativity – like vivid description, characterisation, and emotion.

Memoir is writing about your own life. Testimony is writing about God’s work in your life. Both are forms of creative nonfiction.

B) Step-by-Step Activities

1. **Choose a Focus:** Write either a short memoir of your own experience, or a testimony of God’s work in your life.
 2. **Plan:**
 - Beginning: set the scene (when and where)
 - Middle: describe the challenge, event, or change
 - Ending: explain the result or what you learned
 3. **Write:** Aim for 400–500 words. Use descriptive language to make it vivid.
-

C) Practice Task

Write your own creative nonfiction piece titled either:

- *A Time I Learned Courage* (memoir)
 - *God Helped Me When...* (testimony)
-

D) Christian Reflection

Read Revelation 12:11: “*They triumphed... by the word of their testimony.*”

Write 3–4 sentences about why personal stories can be powerful witnesses for truth.

E) Teacher Notes – Classroom Adaptation

- **Shared Example:** Teacher reads a short testimony (fictional or personal) to the class.
 - **Peer Review:** Students share drafts in pairs and give feedback on clarity and emotion.
 - **Extension:** Publish a small class anthology of testimonies.
-

Curriculum Mapping Table – Lesson 21

Content Description	Justification
AC9E7LY05	Students practise comprehension strategies to plan and organise writing.
AC9E8LY06	Students create and refine creative nonfiction texts.
AC9E9LY03	Students analyse and use language features to present personal perspectives.
AC9E10LY05	Students craft extended testimonies or memoirs with coherence and clarity.

Lesson 22 – Poetry

Poem: *The Market of the World* (original composition)

Theme: Globalisation, its gains and losses, and the danger of relativism

Christian Connection: Truth is not relative – Jesus is the Way, the Truth, and the Life (John 14:6)

A) Introduction

In the late 20th century, the world became more connected than ever before. Trade, travel, television, and technology linked countries together. This **globalisation** promised peace and prosperity. It brought many good things, but it also raised new problems.

Some people gained wealth, opportunities, and cultural exchange. Others lost jobs, traditions, and even a sense of truth. In many places, global “elites” began to set the tone for morality, telling people that right and wrong are only a matter of opinion.

The poem you’ll read today, *The Market of the World*, explores both the **gains and losses** of globalisation, and challenges us to ask: *What should Christians celebrate – and what should we resist?*

B) The Poem – *The Market of the World*

We were promised a feast without borders,
A banquet of bright screens and open skies,
Where songs and spices crossed oceans,
And wealth flowed like rivers from West to East.

We gained much:
The reach of technology,
The touch of distant cultures,
The thrill of goods that once seemed rare,
The boast of nations climbing fast
On ladders made of trade.

But the price was heavy:
Shops shuttered in silent towns,
Grandmothers’ tales drowned out
By television laughs from lands they’d never see,
Hands that once wove fabric of kinship
Now scrolling, endlessly, in blue-lit rooms.

We were told:
“There is no truth, only tolerance.
There is no right, only choice.
There is no home, only the global village.”

Yet families fractured.
The poor bowed under debts not theirs.
And a new priesthood arose –
Elites who set the rhythm of the world
While local voices grew faint.

So here we stand,
Rich in goods, poor in roots.
Connected, but alone.
Global, yet yearning for home.

C) Activities

1. Annotation

- Highlight lines that show the **gains of globalisation** (positive outcomes).
- Circle lines that show the **losses of globalisation** (negative outcomes).

2. Comprehension Questions

- What promises of globalisation are described in the poem?
- What are some of the costs mentioned?
- How does the poem describe the danger of relativism (the idea that truth is only opinion)?

3. Narration

Close your book and retell the poem in your own words. Explain its message to a friend as if you were summarising what globalisation brings and what it takes away.

4. Christian Reflection

Read John 14:6: *“I am the way and the truth and the life. No one comes to the Father except through me.”*

Write 3–4 sentences about how this verse challenges the postmodern idea that truth is only relative.

D) Creative Response

Choose one:

- Write your own stanza beginning “We gained much...” and another beginning “But the price was heavy...”
 - Create a poster with two columns – one side showing the gains of globalisation, the other showing the losses.
 - Write a prayer asking God for wisdom to celebrate the good gifts of globalisation while standing firm in His truth.
-

E) Teacher Notes – Classroom Adaptation

- **Discussion Starter:** Write “Gains” and “Losses” on the board. Ask students to brainstorm what globalisation has brought to their own lives (e.g., food, technology, culture, challenges).
- **Class Debate:** Split the class into two groups – one argues for globalisation’s benefits, the other argues for its dangers.
- **Extension:** Compare this poem with newspaper articles or advertisements from the 1990s that promised globalisation’s benefits. Ask students: *Were these promises fulfilled?*

Curriculum Mapping Table – Lesson 22

Content Description	Justification
AC9E7LE01 – Identify and explore ideas, points of view, characters, events and/or issues in literary texts, drawn from historical, social and/or cultural contexts.	Students explore the poem’s view of globalisation as both beneficial and damaging.
AC9E8LE01 – Explain the ways that ideas and points of view represent the values of individuals and groups in literary texts.	Students explain how the poem represents values of progress vs tradition.
AC9E9LE01 – Analyse the representations of people and places in literary texts, drawn from historical, social and cultural contexts.	Students analyse how globalisation affects local communities and traditions.
AC9E10LE01 – Analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts.	Older students evaluate how the poem reflects late 20th-century globalisation debates.
AC9E7LY03 – Analyse the ways in which language features shape meaning and vary according to audience and purpose.	Students analyse contrasts (gains vs losses) and rhetorical devices used in the poem.

Lesson 23 – Novel Study

Text: *Hidden Figures*, Conclusion (final chapters)

Theme: Legacy and worldview reflection

Christian Connection: God values perseverance and faithfulness beyond earthly achievements

A) Introduction

We have reached the conclusion of *Hidden Figures*. Katherine Johnson, Dorothy Vaughan, and Mary Jackson may not have been on the front page of newspapers, but their work shaped history. Their legacy is more than mathematics, they left a legacy about truth, trust, and resilience.

As you finish the book, reflect: *What does their story teach us about history, society, and faith?*

B) Reading

Read the final chapters of *Hidden Figures*. Take notes on:

- The long-term impact of these women's work
 - How history remembered (or forgot) them
 - What lessons their lives offer today
-

C) Activities

1. **Vocabulary:** Define *legacy*, *resilience*, *perseverance*.
 2. **Comprehension:**
 - What was each woman's long-term contribution?
 - How were they remembered by NASA and history?
 - What values shine through their lives?
 3. **Narration:** Retell the conclusion in your own words.
 4. **Christian Reflection:** Read 2 Timothy 4:7. Write 3–4 sentences comparing Paul's words to the perseverance of these women.
-

D) Creative Response

Choose one:

- Write a short letter of thanks to Katherine, Dorothy, or Mary.
 - Create a timeline of their legacy from the 1940s–2000s.
 - Write a prayer asking God to help you live faithfully in your work.
-

E) Teacher Notes – Classroom Adaptation

- **Group Presentations:** Each group presents on one woman’s long-term legacy.
 - **Discussion Prompt:** *How does history sometimes “forget” certain people? Why is it important to remember them?*
 - **Extension:** Connect this to modern discussions about recognition and justice.
-

Curriculum Mapping Table – Lesson 23

Content Description	Justification
AC9E7LA03	Students analyse how biography closes and highlights legacy.
AC9E8LA04	Applied when students explain and summarise lessons from the conclusion.
AC9E9LE01	Students analyse representation of women’s legacy in historical context.
AC9E10LE04	Students evaluate the ethical importance of remembering overlooked contributors.

Lesson 24 – Writing Skills

Focus: Final Assessment Essay

Task: “How does *Hidden Figures* show truth, trust, and resilience in history?”

Christian Connection: Living by truth and trust in God

A) Introduction

This is your final assessment. You will write a full essay using *Hidden Figures* as your main text, supported by connections to poems or historical sources we studied.

B) Step-by-Step Activities

1. Planning:

- **Introduction:** introduce *Hidden Figures* and the key themes (truth, trust, resilience).
- **Body Paragraphs:**
 - Paragraph 1: Truth – how the women’s work uncovered overlooked realities
 - Paragraph 2: Trust – how the astronauts depended on Katherine’s calculations
 - Paragraph 3: Resilience – how the women persevered despite barriers
- **Conclusion:** reflect on the legacy and relevance today.

2. Drafting: Write 800–1000 words.

3. Editing: Check spelling, grammar, flow, and clarity.

C) Practice Task

Write the full essay. Use direct quotes from *Hidden Figures*. Refer also to one poem studied in this course (e.g., *Rising from Earth* or *The Market of the World*).

D) Christian Reflection

Read Philippians 4:13. Write a short paragraph about how resilience is strengthened by trust in Christ.

E) Teacher Notes – Classroom Adaptation

- **Scaffolded Writing:** Provide essay planners for students needing extra support.
 - **Peer Review:** Students exchange drafts and give feedback on clarity and use of evidence.
 - **Extension:** Stronger students include references to multiple poems and historical events.
-

Curriculum Mapping Table – Lesson 24

Content Description	Justification
AC9E7LY05	Students use comprehension strategies to plan extended essays.
AC9E8LY06	Students plan, draft, and publish essays with structured arguments.
AC9E9LY03	Students evaluate perspectives across literary and historical texts.
AC9E10LY05	Students create a final extended essay showing depth of analysis.

Final Culminating Activity – “Polish & Publish”

Assessment Focus: Final essay – *How does Hidden Figures show truth, trust, and resilience in history?*

Goal: Transform your best draft into your **final submitted piece** using a clear, step-by-step proofreading and editing process.

Christian Connection: “Whatever you do, work at it with all your heart” (Colossians 3:23) – excellence in truth and craft.

A) Introduction

You already have a full draft from Lesson 24 (800–1000 words). This week you’ll **proofread and edit** it in deliberate passes. Don’t try to fix everything at once. Work **big-to-small** and it may take more than one day to do all the editing properly. If you have been also using the ‘Institute for Excellence in Writing’ (IEW) course, then also follow their Editing Checklist.

1. Structure & Argument → 2) Evidence & Cohesion → 3) Style & Clarity → 4) Conventions & Formatting.

Keep a pen/highlighter ready. Make changes directly in your document (Track Changes on a computer, or neat annotations by hand).

B) Step-by-Step Editing Workshop (Self-Tutorial)

PASS 1 – Purpose & Thesis (Macro)

1. Re-read the task: “*How does Hidden Figures show truth, trust, and resilience in history?*”
2. Highlight your **thesis** in the introduction. Does it clearly answer all three ideas (**truth, trust, resilience**) and name the text?
3. Write a **margin note** next to each paragraph: “What claim is this paragraph making?”
4. **Fix:** If any paragraph’s claim doesn’t advance your thesis, revise the topic sentence or move the paragraph.

Quick template (if needed):

“*Hidden Figures* reveals **truth** by ... ; demonstrates **trust** through ... ; and models **resilience** when”

PASS 2 – Reverse Outline & Flow

1. On a separate page, list your paragraphs as dot points with their main claim.
 2. Check the **logic order**: Does Para 2 naturally follow Para 1, and so on?
 3. Reorder if needed. Add **signposts** (e.g., “Furthermore...”, “In contrast...”, “Consequently...”) at the start/end of paragraphs.
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PASS 3 – Paragraph Strength (TEEL/PEEL)

For each body paragraph, tick these boxes:

- **Topic/Point**: Clear topic sentence connects to thesis.
- **E/Evidence**: Specific evidence from *Hidden Figures* (and at least one poem studied if required).
- **E/Explanation**: You explain *how* the evidence proves your point. Be careful not to “quote-drop”, which means to use a quote without referencing where it came from..
- **L/Link**: Final sentence links back to the thesis and forward to the next point.

Upgrade tips

- Replace generalities (“they worked hard”) with specifics (who, what, where, when).
 - Add **context** to quotes (who said it; what event).
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PASS 4 – Evidence, Citation, Integrity

1. Ensure **2–3 strong textual references** to *Hidden Figures* and at least **one connection** to a poem (e.g., “Rising from Earth” or “The Market of the World”), if your teacher requires a second text.
 2. Choose one simple, consistent in-text style. Examples:
 - **Book/Chapter**: (Shetterly, ch. 16)
 - **Page** (if you have a paginated edition): (Shetterly, p. 142)
 3. **Blend** quotes into your sentence; keep them brief; follow with analysis.
 4. Paraphrase ethically (your own words + citation). Avoid over-quoting.
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PASS 5 – Cohesion & Transitions

1. Read **first/last** sentence of each paragraph in sequence – does the argument flow?
 2. Add linking phrases: **To add** (moreover, additionally), **to contrast** (however, yet), **to cause/effect** (therefore, as a result).
 3. Check **pronoun clarity** (who is “they”?). Replace vague “this/that” with clear nouns.
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PASS 6 – Style & Clarity (Sentence-Level)

Work through the essay and apply each fix:

- **Active voice** where suitable: “Johnson calculates” (not “It is calculated by Johnson”).
- **Cut wordiness**: change “due to the fact that” → “because”; “in order to” → “to”.
- **Vary sentence length** (mix short for punch, longer for depth).

- **Avoid vague terms:** thing, a lot, very, really. Replace with precise academic verbs (demonstrates, reveals, substantiates).
 - **Tone:** formal, measured, respectful; Australian English spelling (organise, analyse).
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PASS 7 – CUPS (Surface Edit)

Capitalisation (names, titles), Usage/Agreement (subject–verb; singular/plural), Punctuation (comma splices; apostrophes; quotation marks), Spelling (AU spelling).

- Read aloud slowly; where you stumble, rewrite.
 - Do a **backwards read** (last sentence to first) to catch typos.
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PASS 8 – Formatting & Submission

- Title, your name, date, word count (800–1000).
 - 12-point readable font; double spacing; page numbers.
 - **Reference list** (consistent style): list *Hidden Figures* and any poems/Scripture you quoted.
 - Save/export as PDF if requested.
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PASS 9 – Self-Reflection (Metacognition)

Attach a short paragraph (120–150 words):

- The two biggest improvements you made and **where**.
 - One goal for future writing.
 - One sentence on how Christian virtues (truth, humility, diligence) shaped your editing.
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C) Checklists (Print & Tick)

Student Writing Checklist

Checklist Item

Argument

- ☐ Thesis addresses truth, trust, resilience
- ☐ Each paragraph advances the thesis
- ☐ Clear, logical order and signposts

Evidence

- ☐ At least 2–3 concise quotes from *Hidden Figures*
- ☐ Quotes integrated and analysed
- ☐ Consistent in-text citations and reference list

Style & Surface

Checklist Item

- ☐ Active voice predominates
- ☐ Sentence variety and precise vocabulary
- ☐ CUPS errors fixed; Australian spelling used

D) Teacher Notes – Classroom Adaptation

- **Station Rotation (4 stations):**
 1. **Thesis & Reverse Outline** (teacher mini-conference)
 2. **Evidence & Analysis** (colour-code quotes vs analysis)
 3. **Cohesion & Transitions** (sentence starters bank on wall)
 4. **CUPS Clinic** (quick mini-lesson on apostrophes/comma splices)
- **Peer Review Protocol (10–12 min):**
 - Reviewer highlights thesis (green), evidence (blue), analysis (yellow).
 - Leaves 2 “Glow” comments (strengths) + 1 “Grow” comment (target).
- **Differentiation:**
 - *Years 7–8*: TEEL scaffold; sentence frames for analysis; checklist rubrics with exemplars.
 - *Years 9–10*: Add a brief **counter-argument paragraph**; integrate one poem seamlessly; require consistent citations.
- **Integrity Reminder:** show how to paraphrase and cite; model turning a quote into analysis.
- **Extension:** High-flyers add a comparative paragraph linking a poem (e.g., astronaut or globalisation poem) to *Hidden Figures*.

E) Curriculum Mapping Table – Culminating Lesson

Content Description (Code + Full Wording)	How This Lesson Uses It (Justification)
AC9E7LA03 – Identify and describe how texts are structured differently depending on their purpose and how language features vary.	Students diagnose essay structure vs purpose; add signposts; refine paragraphing and purpose-driven language.
AC9E8LA04 – Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs.	TEEL/PEEL pass strengthens internal logic; transitions and linking sentences are added.
AC9E7LY05 – Use comprehension strategies (visualising, connecting, summarising, monitoring, questioning, inferring) to analyse and summarise information and ideas.	Reverse outlining and margin notes require monitoring and summarising each paragraph’s claim.
AC9E8LY06 – Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features and visual features for purposes and audiences.	The entire workshop is a guided edit & publish process: planning revisions, editing for purpose, and finalising presentation.
AC9E9LY03 – Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group.	Students refine analytical commentary and ensure evidence + language choices clearly represent their perspective on truth/trust/resilience.

Content Description (Code + Full Wording)

AC9E10LY05 – Create sustained written texts that communicate ideas, perspectives and values, using language features for clarity and impact.

AC9E9LE01 – Analyse the representations of people and places in literary texts, drawn from historical and cultural contexts.

AC9E10LA04 – Analyse and evaluate how authors organise ideas in extended texts to influence readers.

How This Lesson Uses It (Justification)

Final essay is a sustained, polished text employing precise vocabulary, varied sentences, and cohesive devices for impact.

In revision, students test whether paragraphs genuinely analyse how *Hidden Figures* represents people/events (not just retell).

Students evaluate **their own** organisation (macro/micro), improving how their essay influences readers through structure.

F) Submit – Send to the School Office: Send your **final essay PDF** and **Self-Reflection**. Keep your draft with tracked changes as evidence of the editing process. Submit both your final Essay and your English Journal.

Alignment Chart: English Course vs CGEA Units

CGEA Unit	Elements & Performance Criteria	English Course Components (Fulfilment)	Examples of Evidence from Lessons
VU23820 – Engage with Complex Texts for Learning Purposes	1.1 Identify purpose of selected learning texts	Each lesson begins with an <i>Introduction</i> explaining the text’s historical and learning purpose (e.g. post-WWII context in <i>Bringing Forth New Life</i>).	Lesson 1: identifies purpose of poetry in rebuilding hope after war
	1.2 Identify key features of learning texts	Guided annotation tasks highlight structural and stylistic features of poems and prose (imagery, rhythm, tone, cohesion).	Lesson 1 & Lesson 3 activities: underlining imagery, noting cohesion devices
	2.1 Use strategies to interpret meaning	“Step-by-Step Self-Tutorial” sections model comprehension, inference, and contextual analysis strategies.	Lessons 2–8: vocabulary, comprehension, and inference questions
	2.2 Identify main ideas and supporting details	Summary-writing lessons explicitly teach selecting key ideas and supporting evidence.	Lesson 3 (Writing Skills – Summary Writing & Cohesion)
	2.3 Make inferences and draw conclusions	Christian Reflection and Analytical Paragraph tasks require interpretation of underlying meaning and moral conclusions.	Lessons 4, 6 and 10 – Christian worldview analysis
	3.1 Apply information to learning tasks	Students apply textual understanding in comparative, persuasive, and creative writing activities.	Lesson 9 – Comparative Writing; Lesson 12 – Persuasive Writing
	3.2 Reflect on relevance and usefulness of information	Each lesson includes <i>Christian Reflection</i> and <i>Wrap-Up</i> sections promoting metacognitive reflection on truth and learning.	Repeated in all lessons; e.g. Psalm 30:5 link
	Foundation Skills: Reading, Learning, Writing	Reading: comprehension + analysis tasks; Learning: use of journals and reflection; Writing: written narrations and summaries.	Weekly journal entries and analytical essays
CGEA Unit	Elements & Performance Criteria	English Course Components (Fulfilment)	Examples of Evidence from Lessons
VU23825 – Create Complex Texts for Learning Purposes	1.1 Identify purpose and audience for learning texts	Students plan essays, reflections, and persuasive pieces for specific audiences (school/community, Christian peers).	Lesson 12 – Persuasive Writing; Lesson 3 – Summary audience awareness
	1.2 Select appropriate text types and formats	Lessons cover multiple genres: poetry, analytical essays, letters, diary entries, and speeches.	Lesson 7 – Poetry writing; Lesson 11 – Diary entry
	1.3 Plan structure and content	Structured templates for analytical and comparative paragraphs teach logical organisation.	Lesson 6 – Analytical Paragraphs (Topic–Evidence–Explanation–Link)

CGEA Unit	Elements & Performance Criteria	English Course Components (Fulfilment)	Examples of Evidence from Lessons
	2.1 Use appropriate language and style	Language adjusted for purpose – academic tone in essays, emotive tone in creative pieces.	Lessons 9 & 12 – Formal academic and persuasive style
	2.2 Organise ideas and information logically	Paragraph scaffolds and essay-planning tasks promote coherence and logical progression.	Lesson 5 – Critical Essays & Referencing; Lesson 9 – Comparative structure
	2.3 Use conventions of chosen text type	Explicit modelling of headings, citations, stanza format, and persuasive structure.	Lesson 3 – Summary format; Lesson 12 – Persuasive essay layout
	3.1 Review drafts for clarity and effectiveness	Peer-review and editing tasks included in classroom adaptation sections.	Lesson 3 & Lesson 6 – Peer Review activities
	3.2 Edit and proofread final versions	Students finalise essays and creative tasks for inclusion in English Journal (portfolio).	Week 8 – Final Essay Assessment
	Foundation Skills: Writing, Planning, Technology	Writing: production of complex texts; Planning: structured outlines; Technology: optional digital drafts and publishing.	Digital tools encouraged for final essays and creative work

Summary of Justification

Criterion	Evidence in English Course
Engagement with Complex Texts	Each lesson pairs literature (poetry, novel extracts) with guided analysis, inference, and application.
Comprehension & Inference	Vocabulary, comprehension questions, and Christian Reflection tasks develop interpretive skills.
Creation of Complex Texts	Progressive writing lessons (summaries → analytical → comparative → persuasive → creative nonfiction) build complex text production skills.
Planning & Editing Processes	Scaffolded paragraph templates and peer review activities model drafting and editing for clarity.
Reflection & Learning Application	Weekly journals and biblical reflections fulfil CGEA requirements for reflective learning practice.