

Giving My Opinion!



The Challenge

During this term, you need to read and watch a number of texts. These include a range of genre including:

- Poetry
- Short Stories
- Short Films
- Novel

You are to select one text in each genre you need to create a response. This response could be written or spoken. I want you to choose texts you are interested in, and present your responses in a way that shows your understanding of the key ideas in the text

The Rules

- 1 text you respond to needs to be extended written texts (like novels, biographies etc).
- 2 texts also have to be written texts (such as poems, short stories)
- 1 text has to be a visual text (short film)
- All texts must be level 6 of the curriculum or higher - appropriate for students of 15/16 years of age.
- **The due date for this portfolio is:**
 - o Log 1 - Week 4/5
 - o Log 2 - Week 6
 - o Log 3 - Week 8
 - o Log 4 - Week 10

Method of responding to a text

Remember that in all these methods, there are things that have to be included. Check the ingredients list.

Come up with other ideas and run them past your teacher first!

Written	Post an online response on the MHJC library blog	Use the traditional reading log format to write a response.	Mind Map - use a thinking map to outline your response.	Essay - analyse how a text affects the audience.	Book Review - create a review for display in the library.
Visual	Film yourself giving a review	Create a power point	Create a book cover or	Use xtranormal	Use comic life to create a

	of the text	presenting your response to the text	poster promoting the text.	to create a conversation between two people analysing the text	response to the text.
Oral	Use Vocaroo (or any other audio software) to record your response to the text.	Give a short oral report to the class about your text.	Record a conversation between you and a friend in which you tell them about the text.	Create a song that records your response to the text issues and events. Record it.	Write a script which includes some analysis and response to the text. Perform!

Ingredients List!

All your responses must include:

1. The title, author, text type and date read.
2. A short summary of the text
3. Explanation of why you chose this text
4. A quote and opinion of it.
5. Discussion of the ideas in the texts (name idea, give example, talk about effect)
6. Discussion of a language feature (Technique, example and effect on reader/viewer)
7. Link the text to other texts, the world, your life, history or society. Explain the links

Exemplar Reading Response - Annotated

Reading response

Title: Bred in South Auckland.

Author: Glen Colquhoun.

Text type: Poem.

Date read: 12.2.11

This text was about a man writing about what he thinks of his upbringing in South Auckland.¹ He writes about the four different cultures he identifies with, and stereotypes linked with that kind of person. He shows some negative racist comments but finally also shows how he is proud of his cultural background. I chose to read this text because when I read the first few lines, they caught my attention.

²

¹ Quick one line summary

² Reason for choosing this text

One interesting idea is how he writes about things that he thinks are typical for Maori³. This was interesting because he says 'My nose is flat'.⁴ This quote means that he thinks having a flat nose makes a person Maori. I can relate to this because I think lots of people think this, but it is not true⁵. Not all Maori have flat noses, and lots of people who are not Maori have flat noses. I think it is a negative, racist and ignorant thing to say. This reminds me of other kinds of racism, because it makes me think about a friend who I used to go to school with⁶. She had a Pakeha mother and a Maori father. She got a hard time from darker skinned Maori who said she wasn't a proper Maori, but she also got a hard time from Pakeha who didn't believe she was Maori. This shows the negative side of stereotypes. Bullying based on how you look can come from anyone, but it is still damaging.⁷ This poem reminds me of this kind of bullying. Perhaps the writer was bullied as a child. ⁸I sometimes hear people abusing others at this school based on how they look. I don't think society has found the solution to this kind of bullying.⁹ Maybe reading poems like this will help people to recognise that having different cultures is a good thing. As young people we can stand up against such treatment and lead change in our society.¹⁰

When making this text, the author was trying to show how people can be racist about others, by judging them for what they do, how they look, and what they say. But he turns this around at the end of the poem. One way he achieved this message was by saying a racist thing at the end of the four parts of the poem, like 'bloody Maori', 'typical Pakeha', 'blasted Asian' and 'flaming coconut'. Then at the very end he turns the meaning around when he says "I think I am the luckiest mongrel I know". This quote means that having all the different experiences and cultures in his background makes him feel lucky. 'Luckiest' is a positive word, and 'mongrel' is usually a negative word. By putting them together he makes being a 'mongrel' a good thing. He thinks it is positive to have lots of different cultures. This affected me because I come from a few different backgrounds as well, and when I was little it used to hurt when people said mean things about me. But now I feel proud to have some different cultures in my background, because I can see that I have had lots more experiences because of it. This made me think about how hard it must be for other people to get teased or abused about their cultures.

³ Point - which aspect is the writer focusing on

⁴ Example to develop his point

⁵ Detail - how does this evidence support the point you are making?

⁶ Why do you relate to this idea? Has it happened to you? Others around you?

⁷ Impact of this idea/character action etc/ Consequences

⁸ What judgements can you make? Why did the writer choose to explore this idea?

⁹ Comment on society and significance of this idea

¹⁰ Connect to our context "Changemakers"

Assessment Schedule

Criteria	Working TOWARDS	Working AT	Working ABOVE	Working BEYOND
Understanding	You are demonstrating a developing understanding and have attempted to use supporting evidence	You are demonstrating some understanding and have used supporting evidence at times	You are demonstrating understanding and have used supporting evidence consistently	You are demonstrating convincing understanding and have used supporting evidence consistently
Purpose and Audience	You are developing understanding of a range of ways in which writers use language and ideas to suit their purposes	You are showing some understanding of a range of ways in which writers use language and ideas to suit their purposes	You are showing understanding of the ideas, links, and viewpoints within, across and beyond the text	You are showing convincing understanding of the ideas, links, and viewpoints within, across and beyond the text
Language Features 2	You are developing understanding of author's purpose in using these language features	You are showing some understanding of author's purpose in using these language features	You are showing understanding of author's purpose in using these language features	You are showing convincing understanding of author's purpose in using these language features
Accuracy in Writing	You have used a range of punctuation accurately most of the time. These are intrusive at times, but reader can infer meaning	You have made some errors, but minimal reader inference is needed as meaning is mostly clear	You have carefully edited your writing to ensure you have few intrusive errors and meaning is consistently clear	You have carefully edited your writing to ensure you have no intrusive errors and meaning is consistently clear
Time management	You have yet to complete and submit your assessment	You have submitted your assessment late	You have submitted your assessment by the date	You have submitted your assessment by the date
Overall	WORKING TOWARDS Curriculum expectation	Working AT curriculum expectation	Working ABOVE curriculum expectation	Working BEYOND curriculum expectation