

Lesson: Exposition

Phase of learning

Years 5 - 6, Years 7 - 8

WA Curriculum

K-10 English, K-10 Science

Region

West Coast, South Coast

Summary

Students will explore the features for an exposition and create a persuasive poster for a particular marine species or habitat.

Outcomes

- Students will understand how scientific knowledge is used to inform personal decisions.
- Students will understand how the structure and language in informative and persuasive texts is more complex.
- Students will understand that language features shape meaning and vary according to audience and purpose.

Duration

~3 x 45 minute lessons

Preparation

This lesson is part of a unit of work on the text Blueback. It assumes some previous study of the text has already been completed. View the full Unit [here](#).

Students will each require a copy of Student worksheet: [Exposition planner](#) and Student resource sheet: [Exposition example](#). Students will revisit Student resource sheet: [Exposition example](#) in the Lesson: [Debate](#)

Students may require access to the library, internet or reference books to plan and complete their persuasive poster.

Fact sheets on marine species found in Western Australia may be found [here](#). Information on marine habitats found in Western Australia may be found [here](#).

Western Australian curriculum

LEARNING AREA	STRAND	SUB-STRAND	CODES
English	Language	Text structure and organisation	ACELA1531
English	Language	Expressing and developing ideas	ACELA1512
English	Literature	Literature and context	ACELT1619
English	Literature	Responding to literature	ACELT1621
English	Literacy	Interpreting, analysing, evaluating	ACELY1721
Science	Science as a human endeavour	Use and influence of science	ACSHE100

Steps

1. Engage students in a whole class shared reading of Chapter 7. Discuss Costello's attitude towards the ocean, compared with Abel's.
2. Introduce (revise) and discuss what an exposition is – a persuasive text.
3. Provide students with Student resource sheet: [Exposition example](#). Read as a class and discuss the elements of a persuasive text in the context of the example provided (you may wish to use Student worksheet: [Exposition planner](#) to assist in breaking down the text):
 - an introduction that provides background information on the topic and gives an opinion on the statement.
 - three paragraphs that each contain an argument about the topic.
 - a rebuttal to acknowledge the other side of the argument.
 - a conclusion to summarise the arguments.
4. Discuss the language used in creating a persuasive text – connectives, low and high modality word choice – and how text is arranged.
5. Students will now conduct some research to create a persuasive poster to save a marine species. You could ask all students to create a 'Save the Western blue groper' poster, or you could allow them to choose a species (or marine habitat – seagrass, mangroves, coral reef) that interests them.
6. Provide students with a copy of Student worksheet: [Exposition planner](#) to plan the text for their poster.

Related resources

[Unit: Blueback](#)

[Student worksheet: Exposition planner](#)

[Student resource sheet: Exposition example](#)

[Poster: Marine Habitats of Western Australia](#)

[Poster: The Mysteries of Mangroves](#)

[Poster: The Secrets of Seagrass](#)

[Poster: Sponges](#)

[Fact Sheet: Western Blue Groper](#)

Keywords

exposition, persuasive text, persuasive, argument, opinion, connectives, low modality, high modality, poster, marine species, protect