

# 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	<a href="#">ACELA1531</a>
English	Language	Expressing and developing ideas	<a href="#">ACELA1512</a>
English	Literature	Literature and context	<a href="#">ACELT1619</a>
English	Literature	Responding to literature	<a href="#">ACELT1621</a>
English	Literacy	Interpreting, analysing, evaluating	<a href="#">ACELY1721</a>
Science	Science as a human endeavour	Use and influence of science	<a href="#">ACSHE100</a>

### 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