Language for Empowerment

Deaf History Collections

LEARNING AREA:	English
YEAR LEVEL(S):	10

CONTENT DESCRIPTIONS	CONTENT ELABORATIONS
Language for interaction: understand how language can have inclusive and exclusive social effects, and can empower or disempower people AC9E10LA01	• identifying language that seeks to align the listener or reader; for example 'of course', 'obviously', 'as you can imagine' • identifying the use of first person ('I', 'we') and second person pronouns ('you') to distance or involve the audience • identifying language used to reference or indicate shared assumptions • identifying language that appeals to shared cultural knowledge, values and beliefs • Identifying examples of language that are inclusive or marginalising

LEARNING INTENTION/S
I will analyse a text to identify how it uses language with the aim of involving and empowering people.

SOURCES
'Why Deaf People Must Write' by Karen Lloyd (1980s)

INSTRUCTIONS
1. Download *Handout 1 - Language for Empowerment.*
2. Introduce the context of the text – Karen Lloyd and other deaf people in the 1980s started to develop their writing so that deaf perspectives could be shared more widely. You can do this by having students watch the first curator video of the story "Deaf Writers' Group", or beginning with a teacher-led explanation of the context.
3. Students read the text individually.
4. As a class, discuss any questions about the vocabulary or meaning.
5. In groups of 3 or 4, students discuss:
   a. What is Karen's motivation? Her aim?
   b. What language does she use to achieve her aim?
   c. What shared assumptions does she draw on? That deaf people are reluctant to write? That our history won't be accurately recorded by others? Do you think these are true?
   d. Why does Karen say "WE MUST WRITE"? What will happen if we don't write our own stories?
6. Report back findings to the class as time allows.