HSC Area of Study
Discovery

AN ETA RESOURCE
www.englishteacher.com.au
Overview of the session

- The rubric
- Why is discovery an important concept?
- The texts as discoveries
- Activities to start the unit with students
- Ways into the texts and related texts
Students need to know the rubric-

One way to engage with the rubric is to look at each statement and determine the focus by deciding if it is a:

WHO  WHAT  WHERE  WHEN  WHY  or HOW

type of statement
The rubric

- The ways in which the concept of discovery is represented in and through texts. HOW

- The experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed. WHAT

- Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder HOW

- Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual. WHAT AND WHY
They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. **WHY**

Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others. **WHY**

An individual’s discoveries and their process of discovering can vary according to personal, cultural, historical and social contexts and values. **WHEN AND WHERE**
The Rubric

- The impact of these discoveries can be far-reaching and transformative for the individual and for broader society. **WHY**
- Discoveries may be questioned or challenged when viewed from different perspectives and their worth may be reassessed over time. **HOW**
- The ramifications of particular discoveries may differ for individuals and their worlds. **WHY**
By exploring the concept of discovery, students can understand how texts have the potential to affirm or challenge individuals’ or more widely-held assumptions and beliefs about aspects of human experience and the world. **WHY**

Through composing and responding to a wide range of texts, students may make discoveries about people, relationships, societies, places and events and generate new ideas **HOW**

By synthesising perspectives, students may deepen their understanding of the concept of discovery. **HOW AND WHY**

Students consider the ways composers may invite them to experience discovery through their texts and explore how the process of discovering is represented using a variety of language modes, forms and features. **HOW**
**Discovery: The concept resource**

The resource contains:
- activities on the rubric
- tables on discovery
- worksheets
- how form relates to discovery
- reading tasks using a range of extracts
- annotated texts
- model writing
- How to write thesis statements
- framing discovery
- Discovery as a metaphor


Page link:
Discovery: A 3-way process

Impetus: What initiates the discovery?

Process: How does the discovery take place?

Impact: What is the outcome and effect of the discovery?
Introducing the concept to students

**Activity 1:** Use a visual stimulus to get into the text
https://www.youtube.com/watch?v=DJvJaad-LS4
Why is it called the discovery channel?
What line from the rubric does the ad remind us of?
When and where do we see discoveries occurring?
What kinds of discoveries are these?

**Activity 2:**
Ask students to consider each rubric statement and write: What/ How / Why/ and When next to statements
The Discovery wheel: explain the types of discovery associated with these words

Source: *Discovery The concept* (ETA resource)
Explore Discovery

- Discovery is a concept that can be found in many disciplines.
- Students should explore the ways these disciplines define discovery.
- Look at the following extracts from other disciplines and consider how they related to the rubric and extend the notion of discovery.
- Perhaps they provide insight into a thesis?
Concept of Discovery in science

Discovery places a value on students' contacts with the world around them and how they interact with it. It relies on students' natural curiosity about the world and utilizes their ability to make sense of the things they touch, taste, or smell. It implies direct contacts with the world, a way of manipulating those contacts to form recognizable patterns, and developing structures for making sense of newly discovered information.

http://www.justsciencenow.com/concepts/discovery.htm
A dynamic of consciousness, "discovery" is one of the essential driving forces of living entities. Even basic primate behaviors such as the drive for food, sex, social interplay can be said to be based in the act of "discovery". So, what is the nature of this drive? Could a machine be instilled with this? Is it simple matter of novelty, or is it a factor of "learning"? It seems to be a blend of feeling and logic resulting in development of conceptualization, often leading to further investigation or parsing of root cause (reflection).

http://www.researchgate.net/post/How_to_define_the_concept_of_discovery10
A narrative pattern common in novels for children is a sequence of events involving a buried or concealed object whose discovery triggers a search for origins. Generally such narratives construct protagonists as young detectives, tracking when, by whom, and how these objects were hidden or buried. …Moreover, the discovery of buried items (weapons, personal effects, human remains) functions in narrative terms as a catalyst for personal growth on the part of protagonists, resulting in enhanced understanding of national and local histories and an appreciation of the meanings of the past for the present.

Re-Membering Colonialism: Tropes of Discovery in *Settler-Society Texts* - Clare Bradford
Texts give us access to discoveries about ourselves and others

- *Rainbow’s End*: Identity and self discovery through cultural and historical events
- *Away*: self discovery (anagnorisis); National identity
- *Go Back to where you came from*: humanity; cultural discovery; geographical and social discovery
- *Motorcycle Diaries*: Intellectual, social, historical, and geographical discovery: self discovery
- *Life of Pi*: self discovery
Texts give us access to discoveries about ourselves and others

- **Awakening**: self discovery; social and gendered discovery
- **Hurley**: historical and cultural discoveries. New ways of seeing through the camera.
- **Bryson**: the wonder of discovery; unplanned and planned discovery - the nature of discovery
- **Swallow the Air**: cultural discovery; identity; spiritual
- **Tempest**: a physical discovery of a new island leads to new ways of seeing the world. Written at a time of discovery when the New World was framed by assumptions about superiority. Shakespeare raises questions about the way we perceive the new. Exploitation becomes linked with discovery
Poets give us access to discoveries about ourselves and others

- **Frost** – discovering the spiritual in the natural; understanding of self; asking the big questions
- **Dobson** – female ways of seeing the world through relationships and contact with the bigger events of the world – discoveries are framed by who we are and when we live
- **Gray** – Discovering the beauty of the visual.
Ask students

- What are some of the positive and negative aspects of discovery? (see tables that follow)
- How do we regard the discoverer in society? (See Steve Jobs activity that follows)
- What constitutes a discovery?
- What do we expect comes from discoveries?
- What does this mean about what we value?
## Discovery connotations – use PMI

<table>
<thead>
<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revelation of something</td>
<td>Assumption of being the first</td>
<td></td>
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<tr>
<td>New pathways</td>
<td>Rejection of established ways</td>
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### Discovery connotations

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- New pathways
- Progress
- Understanding
- Enquiry
- Ever-changing

- Assumption of being the first
- Rejection of established ways
- Dissatisfaction
- Sense of Superiority
- Constant uncertainty
- Unstable
Challenge your students: Defining discovery

- Give students a list of challenging definitions such as this one and ask them if they agree or disagree:

- *Discovery on the other hand implies truth. Moreover it carries with it connotations of ‘revelation’; some truth about nature is disclosed to a passive intellect …*

  p. 218 Arabatzis in Revisiting Discovery and Justification Historical and philosophical edited by Jutta Schickore
Be explicit when presenting texts

- Keep practising close readings with extracts from a range of discovery texts
- Be explicit about the reason why these texts are being read: this extends understanding of discovery as a concept gives more ideas for a thesis statement, gives practice for section 1 but also can be a source for related texts
Archaeology and discovery

- [http://news.discovery.com/history/archaeology](http://news.discovery.com/history/archaeology)
- [http://www.heritagedaily.com/2013/12/top-10-archaeological-discoveries-for-2013/100570](http://www.heritagedaily.com/2013/12/top-10-archaeological-discoveries-for-2013/100570)

Start with an article and examine how the find is described and the emotions it evokes. Look at the language closely: Largest, oldest, earliest, mystery speculation, raises new questions, the first time, major discovery, exciting, potentially so important, sense of personal triumph.

- DISCOVERY IS THEREFORE ABOUT QUESTIONS AND ANSWERS BUT IT’S ALSO ABOUT WHAT WE VALUE
Ask students: Brainstorm and share. What are the attributes of the discoverer that we admire?

Now watch Steve Jobs ‘Ad’ and the national geographic ad http://www.youtube.com/watch?v=bqM1bAO5Bzo https://www.youtube.com/watch?v=1I4XauSEXqg (up to 1:42)

What attributes does each of these ads promote about discoverers? What do they discover? What kind of person do they need to be? What gender is predominant and why?

In the national geographic ad speakers have a few minutes to explain what they have achieved by their discoveries.
Possible Related texts: News articles

- Scholars discover new poems by Sappho

- Pablo Neruda poems discovered
  http://www.theguardian.com/books/2014/jun/19/pablo-neruda-poems-20-unseen?CMP=twt_gu

The posthumous discovery of Dickinson poems
https://www.emilydickinsonmuseum.org/posthumous_publication

*Discovery: The concept* resource has lots more activities with texts that could be related texts
Self discovery through poetry: a related text

I had been hungry all the years
– Dickinson

I had been hungry all the years;
My noon had come, to dine;
I, trembling, drew the table
near,
And touched the curious wine.
'T was this on tables I had seen,
When turning, hungry, lone,
I looked in windows, for the
wealth
I could not hope to own.

I did not know the ample bread,
'T was so unlike the crumb
The birds and I had often
shared
In Nature's dining-room.
The plenty hurt me, 't was so
new,
Myself felt ill and odd,
As berry of a mountain bush
Transplanted to the road.
Nor was I hungry; so I found
That hunger was a way
Of persons outside windows,
The entering takes away.
Tropfest films for related texts

The Pencil

https://www.youtube.com/watch?v=Hcd8gly5vhE
USE ETA RESOURCES for prescribed text study

www.englishteacher.com.au

Publications
Use graphical and visual representations

- To brainstorm
- To show connections
- To categorise

- Piktochart
- Inspiration
An inspiration diagram
(By Eva Gold)
Use Piktochart.com (by Seth Fithsemanu)
Discovery with Pecha kucha

20 images in 20 seconds on Discovery

http://www.pechakucha.org
MORE DISCOVERY RESOURCES

OUT NOW

- DISCOVERY: The Concept
- Away
- The Tempest
- Go Back to Where You Came From

COMING SOON

- Motorcycle Diaries
- Life of Pi
- Gray’s Poetry
- Dobson’s Poetry
- Frost’s Poetry

• These resources respond directly to the Discovery rubric
• Interactive online resources for use on smartboard, computer or paper
• Divided into worksheets and teacher notes
• FOR SALE and immediate delivery to your computer

www.englishteacher.com

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OUT IN TERM 4

VIDEOTAPE LECTURES ON DISCOVERY

Online for schools and students
