

All tasks in this unit of work are intended for formative purposes only. They are designed to monitor learning and provide feedback, and to support teachers to inform their teaching and for students to inform their learning. All tasks can be adapted and expanded to become summative assessments but should not be used as summative assessments in their current format.

Rationale:

Using selected texts from the *Westerly* magazine, these lessons and activities have been tailored for students in Years 7 to 9. The scope of activities is easily customisable to suit group and individual skill levels. It is important to note that some texts in the magazine are not appropriate for students and all works should be reviewed by teachers prior to dissemination to ensure they are appropriate for the intended student group.

What will the materials cover?

All materials have been mapped to the WA English curriculum. They also embody the cross-curriculum priority *Aboriginal and Torres Strait Islander histories and culture*.

The following texts have been selected from *Westerly* issue 63.2:

- *Namatjira's Ghost Gums* by Rose Lucas
- *A Bush Walk* by Yvonne Kickett
- *Humble Man* by Cyndy Moody
- *Visitations* by Rita Tognini

These poems form an anthology to be read and discussed with and by students through several lenses, including cultural perspectives of Indigenous and non-Indigenous Australians, as well as the concept of gender.

Students will use this anthology as a basis on which to learn, consolidate and/or apply appropriate metalanguage in discussing and analysing the use of poetic devices and the concepts of place and voice in poetry.

Students will use this knowledge as a foundation for creating their own poem based on their individual sense of place.

Electronic links provide further elaboration and/or explanation as required.

It is anticipated that the tasks in this package will take approximately one week of English lessons to complete.

Curriculum links (Specific concepts have been highlighted)

YEAR 7

LANGUAGE

LANGUAGE VARIATION AND CHANGE

- Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)

EXPRESSING AND DEVELOPING IDEAS

- Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)

YEAR 7

LITERATURE

LITERATURE AND CONTEXT

- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)

RESPONDING TO LITERATURE

- Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)

EXAMINING LITERATURE

- Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)

CREATING LITERATURE

- Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)
- Experiment with text structures and language features and their effects in creating literary texts, for example, using

YEAR 8

LANGUAGE

LANGUAGE VARIATION AND CHANGE

- Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)

EXPRESSING AND DEVELOPING IDEAS

- Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)

YEAR 8

LITERATURE

LITERATURE AND CONTEXT

- Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)
- Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)

RESPONDING TO LITERATURE

- Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)

EXAMINING LITERATURE

- Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)

CREATING LITERATURE

- Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)

YEAR 9

LANGUAGE

LANGUAGE VARIATION AND CHANGE

- Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)

TEXT STRUCTURE AND ORGANISATION

- Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)
- Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)

EXPRESSING AND DEVELOPING IDEAS

- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)

YEAR 9

LITERATURE

LITERATURE AND CONTEXT

- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)

RESPONDING TO LITERATURE

- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)

EXAMINING LITERATURE

- Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)
- Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)

CREATING LITERATURE

- Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)

- Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)

YEAR 7

LITERACY

INTERPRETING, ANALYSING, EVALUATING

- Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)

CREATING TEXTS

- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)
- Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)
- Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

YEAR 8

LITERACY

INTERPRETING, ANALYSING, EVALUATING

- Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)

CREATING TEXTS

- Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)
- Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)
- Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)

YEAR 9

LITERACY

TEXTS IN CONTEXT

- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)

INTERPRETING, ANALYSING, EVALUATING

- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)

CREATING TEXTS

- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)
- Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)
- Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)

Teaching Sequence

0. Establishing Prior Knowledge

Students create a mind-map/word wall/brainstorm exploring their understanding of poetic devices and Aboriginal and Torres Strait Islander cultures. This will form a basis of what you need to cover before beginning the unit, including taking into consideration if there are any Indigenous students in your class.

Option: Discuss the following questions with the class to give context and purpose to the study of poetry:

- What is poetry?
- Why do we study poetry?
- What poetic devices do we see in our everyday?
- Is poetry still relevant today?
- What do you think about the study of poetry and its importance today?

1. Text Exploration

Prior to beginning this task, organise for all students to have print/electronic access to the following texts from *Westerly* issue 63.2:

- *Namatjira's Ghost Gums* by Rose Lucas
- *A Bush Walk* by Yvonne Kickett
- *Humble Man* by Cyndy Moody
- *Visitations* by Rita Tognini

Write the following prompts on the board:

- What is the poem about?
- Is there a story being told or a place being described? If there is, why might this story be told, or place be described?
- Who might be telling the story or describing this place?
- What words or phrases suggest that the settings for these poems are Australian spaces and landscapes?

Read each poem aloud as students refer to their copy. Direct students to make notes in response to the questions on the board, providing evidence from the text where possible. These will be used as a reference for group discussion in a subsequent task.

Working in groups, allocate one poem to each. Review or introduce expectations for [active listening](#) in group discussions. Assign [group roles](#) to each individual in the group.

Have one person from each group read the poem aloud to the group.

Using the notes made previously and the poem as a reference, individuals share their responses to the questions on the board. Through collaborative discussion, the group is to develop a collective response to each question. The presenter then relates these findings to the class. All students make notes on these responses recording responses to each poem. These notes may be written, electronic or recorded depending on the format provided.

2. Shared Text Analysis

In order to undertake this task, students need to be familiar with the metalanguage of poetic devices and forms, in particular the terms, [free-verse](#), [metaphor](#), [repetition](#), [alliteration](#), [juxtaposition](#), [personification](#)

and imagery. Some of this will have been established prior but [here](#) is a quick quiz to establish prior knowledge of poetic devices and forms.

Working in groups, students identify and share examples of devices used in their allocated poem. These examples should be noted by each student annotating their own copy (see teacher reference; annotated copy of *Namatjira's Ghost Gums* by Rose Lucas).

The level of annotations expected can be adjusted by modelling to students how to annotate a poem. For lower ability students, the teacher may wish to model how to annotate a poem, or possibly do an I do-We do-You do.

Key aims of this discussion are:

- The understanding that poets use a range of devices to create vivid images/meanings for the reader/listener
- Some words and phrases used are uniquely Australian and so contribute to our sense of place and identity. Stronger students may also consider the non-standard use of grammar and punctuation used for specific effect.
- The poet's experiences, gender, culture and context shape the content matter, tone and style of the texts that they write.
- **Extension question:** How are the poet and the narrator similar and different? – This will require contextual knowledge of the poet which can be done as homework or using computers. If there is no information about the poet, students can use the poem to identify who the narrator and poet might be.

3. Individual Text Analysis

Explain to the class that they will be undertaking an individual analysis of another poem from the anthology using the same process learned in the previous task.

Ask students to choose another poem and highlight any vocabulary or phrases that they are unsure of in terms of their meaning.

Provide time for students to ask their peers if they know the meaning of one or more of these words. (This could be done as a swapping game where students give one meaning and get one meaning. That way students who have already analysed one poem can share their understanding of it, which builds motivation and capacity.)

Students should be directed to initially ask peers who have chosen to analyse the same poem, moving on to other classmates and the teacher if need be. Teachers will need to carefully monitor these interactions to ensure that the information provided via peer reference is correct. Direct students to write the correct meaning next to the words highlighted.

Students share with the class their findings of meanings that are new to them. This can generate discussion of different ways to interpret and understand particular words. Stronger students may contribute this to cultural context.

Students consider whether some phrases are difficult to understand because they are compressed – every word counts in this text type and this may contribute to challenges when making meaning.

Working independently, direct students to underline and label poetic/structural devices used (see teacher reference; annotated copy).

Working in pairs, direct students to compare annotations, adding any new information to their current annotations.

Extension Task: Considering Voice and Identity: Independent Reflection

This task is optional and may be set as a homework task.

Direct students to respond to the following prompt:

The poems we have read are uniquely Australian; they could only have been written in Australia about Australia. Explain why you agree or disagree with this statement, giving reasons for your answer. This prompt could be extended further to consider identifying aspects that reflect indigenous and/or non-indigenous perspectives of place.

Students may be given the option of writing a paragraph or recording their response.

An extension or Year 9 option could be to write this as an essay.

4. Considering Purpose

Choose one poetic device and model for students how it is used in a poem. Model for the students how to identify the poetic device and discuss with them how the device is used for a particular purpose. The purpose should be clearly identified and explained to the students. It might be a good idea to write the purpose on the board and then use the poetic device as evidence. This can become a thesis statement followed by elaboration and evidence.

Students go back over their annotations and identifications of poetic techniques. Discussing with a partner, they identify the purpose of the poetic device and how it adds meaning to the poem. Working with their partners, students write a short paragraph explaining the purpose of the poetic device and how it adds meaning to the poem. They must use evidence from the poem to support their claims.

5. Creating Your Own Poem

Brainstorm specific examples of a place or landscape that is significant to them. Ideas may include: the view from their window, a sporting field that they play on, a favourite beach etc. Display these ideas in the classroom during this task. Younger and/or lower ability students could draw these places and label them to identify particular aspects of this place or landscape that is important to them. These words could form the basis of their poem.

Encourage students to experiment with a range of poetic devices, using previous discussion, notes and annotations as a reference.

Extension: Some exploration of poet and narrator could be included in this task. Ask students how they will create the narrator of the poem and what poetic devices will be most purposeful in achieving this. Students can use this question to guide their planning.

Students create a draft of their poem. These may be completed using software that is accessible to students and include decisions around the inclusion of images and choice of colour and font. Note that this task will require a homework allocation and involve ongoing conferencing with the teacher.

Review existing peer editing processes or complete the [Peer Editing to Perfection](#) tutorial with students. Once learned, this process may be used for all subsequent writing and creating tasks.

Students work in pairs to edit each other's work, considering comments and suggestions made; revising and amending as appropriate.

Note: Exploration of various poetic devices used and perhaps playing around with these could be part of this aspect of the task. For example, is a metaphor more effective than a simile? How does this change the way the poem is read? Could one word be repeated for effect? Etc.

Undertake a writing conference with the teacher to make final refinements to their work. Complete poems may be published in an anthology to be shared in a broader audience within the school and parents as appropriate.

Further Exploration:

1. Reading Poetry

Read the poems aloud and have other students make notes on the rhythm and pace of the poem. How does the structure employed suggest an idea of place? Can the place be seen in the poem (both literally through structure or metaphorically through poetic devices?) How does the structure encourage the reader to read the poem? Could this be improved/changed with more/less pauses or a different structure all together?

2. Poetry and Imagery

An additional task that could be included once the poems have been finalised, could be to find or create (draw/paint/photograph) an image to accompany the poem. Ask the students to consider:

- Should the image be black and white or colour? How might the lack of colour/full colour change or enhance the meaning of the image and/or poem?
- Who/what will be in the image and why? Is there a symbolic meaning to the image and does that relate to the poem?
- Where should the image be placed alongside the poem? Move the image around and think about how the placement of the image changes or impacts the meaning of the poem.