

Rationale: These resources have been created to support teachers and students in their understanding of literature and language. They have been developed to support students in Years 7 and 8.

Curriculum Links:

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)

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 rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)

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

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)

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

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)

Teaching Sequence:

Read the poem *A Bush Walk* by Yvonne Kickett.

“A Bush Walk” by Yvone Kickett (63.2)

<https://westerlymag.com.au/wp-content/uploads/2020/03/kickett-bush-walk.pdf>

Task 1 (Comprehension): Answer the following questions in your notebook.

- 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 why might this place be described?
- Who might be telling the story or describing this place?
- What words or phrases suggest that the setting for this poem is an Australian space and landscape?

Task 2 (Poetic Devices): Highlight all the words/phrases that stand out to you. Then have a look at this list of figurative language and examples: <https://literarydevices.net/figurative-language/>

Can you identify any of these in the poem? Write down which ones you have identified and ask yourself why that particular technique has been used. Use the examples on the list to help you identify the purpose of the technique in the poem.

Task 3 (Considering Voice and Identity): Independent Reflection

Spend 10 minutes writing everything you can think of in response to the following statement:

The poem you have read is uniquely Australian; it could only have been written in Australia about Australia.

Explain why you agree or disagree with this statement, giving reasons for your answer. Once you have written everything down, go through your writing and highlight what you think is interesting/important in your own writing. Using this as a basis, write a paragraph explaining why you agree or disagree that the poem *A Bush Walk* is uniquely Australian.

Make sure you edit your work and have a good copy to hand in to your teacher.

If you are struggling, here are some sentence starters you can use:

*I think the poem *A Bush Walk* by Yvonne Kickett is uniquely Australian because...*

*I don't think the poem *A Bush Walk* by Yvonne Kickett is uniquely Australian because...*

The poem starts with... which is/isn't uniquely Australian, so...

The words... are/aren't uniquely Australian, so... I know this because...

You can also follow the structure:

Introduction: Introduce the poem and the author and state whether you believe the poem is uniquely Australian or not.

First paragraph: State your first point as to why you think the poem is/isn't uniquely Australian.

Firstly, the poem is/isn't uniquely Australian because...

I know this because...

Second paragraph: State your second point about the poem being uniquely Australian. *Secondly, the poet writes... which is/isn't uniquely Australian. Therefore, I think...*

Third paragraph: Change the paragraph structure by writing a comment about a technique or phrase the poet has used and link this to why you think the poem is/isn't uniquely Australia. *When the poet writes... I think it is/isn't uniquely Australian because...*

I know this because...

Conclusion: Finish your paragraph by naming the poem and the poet again and restating why you think the poem is/isn't uniquely Australian.

Task 4 (Poetry Creation): Create Your Own Poem

Brainstorm specific examples of a place or landscape that is significant to you. Ideas may include: the view from your window, a sporting field that you play on, a favourite beach etc. If you don't have a picture of your favourite place, you can draw it and label it to identify particular aspects of this place or landscape that is important to you. Is it the colour? The feeling you get when you visit? The place it takes you to in your mind?

These words can form the basis of your poem.

Spend 10-15 minutes writing everything you can about this place. Think about:

- How the place makes you feel
- Why you like going there
- What you do when you are there
- Who goes with you, if anyone
- When you most like to visit the place; is it summer or winter? How does this place change in the different seasons?

Using these questions as a basis for your poem, write a poem about this place. Your poem should be at least three paragraphs and should include poetic devices (use the list from earlier to help you get some ideas.)

Write a draft of your poem. This may be completed using software and think about your choice of colour and font.

Read your poem a few times and maybe read it to your parents/siblings/caregivers to ask for some feedback. If that is too daunting, read it to your dog/cat/bird or yourself so you get an idea of how the poem sounds.

Note: Think about the poetic devices you have used in your poem and ask yourself: 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? Are there any words I should take out/put in to make the poem make more meaning?

Write your final poem and save a good copy to show to your teacher.

Task 5: Poetry and Imagery

Once you have finalised your poem find or create (draw/paint/photograph) an image to accompany the poem. You will need 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.

It's a good idea to do some brainstorming of the meaning of your poem and who the intended audience is before you start to find/create an accompanying image.