

**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:** This resource is aimed at explicitly teaching the Literature strand of the Year 9 and 10 curriculums. The scope of these resources can be scaffolded to meet students in Years 7 and 8 and can be extended for students in upper school. This unit of work only covers one poem, but the approach can be adapted to a range of poems and short stories.

**Curriculum Links:** This resource has been mapped to the Year 9 and 10 English curriculums for Western Australia.

## **Year 9:**

### **LITERATURE AND CONTEXT**

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

### **RESPONDING TO LITERATURE**

- Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text
- Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context
- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts

### **EXAMINING LITERATURE**

- Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style
- 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
- Analyse text structures and language features of literary texts, and make relevant comparisons with other texts.

## Year 10:

### LITERATURE AND CONTEXT

- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts

### RESPONDING TO LITERATURE

- Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response
- Evaluate the social, moral and ethical positions represented in texts

### EXAMINING LITERATURE

- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text
- Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses
- Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts

### CREATING LITERATURE

- Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts
- Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience

### Accessing the Poem

“We Are” by Lola McDowell nee Kickett (64.1)

<https://westerlymag.com.au/wp-content/uploads/2020/03/mcdowell-we-are.pdf>

### Author information:

Lola McDowell nee Kickett is a Balladong, Wadjuk yok with Irish ancestry. The third youngest of fifteen, she was born and raised in the central wheatbelt. Lola wrote poems as a teenager to help her through a dark period in her life, a time when she felt invisible to all. Many years later she believed she’d lost her creativity and needed to start at the beginning, she joined a CANWA poetry workshop and now her poems flow again.

## Activities:

### 1. Initial Impressions: Read the poem and answer the following questions:

- What are your initial thoughts about this poem?
- What do you think it's about? Why?
- What language features can you find? Highlight the language features and write what they are.
- How do these language features affect your understanding of the poem? Add your thoughts to your annotations.
- What poetic devices are used in this poem? Highlight and name these.
- Why would the author use these poetic devices? What is their purpose and how do they impact on your understanding of the poem?
- What mood do you feel when reading this poem? What mood do you think the author is trying to establish? What words can you find that suggest this mood?

### 2. Going Deeper

#### **Task 1: comprehension questions. Read the information about the author and answer the following questions:**

- How does this contextual information help you understand the meaning of the poem?
- How are Aboriginal peoples represented in the poem? What words/phrases can you find to support this?
- How does your reaction to the poem change now that you understand more about the context?
- Go through your annotations of the language features and poetic devices and add any additional contextual information you are now able to pick up.
- Does the meaning of the title of the poem change with contextual understanding of the author? If so, how?

Using the answers to the above questions, write a short answer response to the following question:  
**Year 9: Explain how context impacts your interpretation of the poem.**

**Year 10: Examine how Aboriginal peoples are represented in the poem.**

### 3. Task 2

**Year 9: Create a poem using a photograph as inspiration. In your poem, experiment with a variety of language features and poetic devices to create different levels of meaning. Make sure you are using the contextual information provided to help you represent your ideas effectively.**

**Year 10: Create a poem using a photograph as inspiration. Your poem should have a sustained voice and use structure and language for a specific purpose and intended audience.**

**Here are some suggested images:**

- ['White Sands'](#) from *The Telegraph*
- [Toodyay Visitor's Centre](#) – There are a range of images here that could be used as inspiration to write about place and country.
- [ABC Website](#) – A good resource for finding more artistic images as inspiration.