 Year 12 Advanced English 2019

Unit title

Module B – Critical Study of Text – TS Eliot

Duration

30 hours

Unit description

In this module, students develop detailed analytical and critical knowledge, understanding and appreciation of TS Eliot’s poetry. Through increasingly informed and personal responses to the text in its entirety, students understand the distinctive qualities of the text, notions of textual integrity and significance.

Central to this study is the close analysis of the text’s construction, content and language to develop students’ own rich interpretation of the text, basing their judgements on detailed evidence drawn from their research and reading. In doing so, they evaluate notions of Eliot’s context with regard to the text’s composition and reception; investigate and evaluate the perspectives of others; and explore the ideas in the text, further strengthening their informed personal perspective.

Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of the text by composing creative and critical texts of their own. Through reading, viewing or listening they critically analyse, evaluate and comment on the text’s specific language features and form. They express complex ideas precisely and cohesively using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately.

Opportunities for students to engage deeply with the text as a responder and composer further develops personal and intellectual connections with the text, enabling them to express their considered perspective of its value and meaning.

Focus questions

* How is TS Eliot’s context reflected in the texts’ ideas?
* How did TS Eliot’s context influence the reception of his work?
* How is it possible to read the meaning and/or value of texts in different ways?
* How do the perspectives of others impact your personal response to the text?
* How do the construction, content and language of the texts shape our understanding?

Outcomes

* EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
* EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
* EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

All outcomes referred to in this unit come from [Advanced English](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017

Assessment

| Assessment of learning | Assessment of learning | Assessment of learning |
| --- | --- | --- |
| * Students investigate Eliot’s background and context and consider how it influences his writing * Students compose a range of creative responses to the poems | * Students write a short response defining modernism and its impact on literature. * Students present their findings in critical perspectives of Eliot to the class in the form of a short oral report with accompanying visuals to support presentation. | Assessment task  You are to compose a literary review titled ‘Why Eliot Must Be Read’.  This review will be in the form of a feature article critiquing the extent to which the poetry of TS Eliot reflects both modernist and contemporary perspectives.  In your response you are to refer to at least two of the prescribed poems set for study:   * ‘The Love Song of J. Alfred Prufrock’ * ‘Preludes’ * ‘Rhapsody on a Windy Night’ * ‘The Hollow Men’ * ‘Journey of the Magi’ |

Texts

Eliot, TS, TS Eliot: Selected Poems, Faber and Faber, 2002, ISBN: 9780571057061 (p)

‘The Love Song of J. Alfred Prufrock’, ‘Preludes’, ‘Rhapsody on a Windy Night’, ‘The Hollow Men’, ‘Journey of the Magi’

| Outcomes and content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| EA12-3  Understand and apply knowledge of language forms and features:   * skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions (ACL R063)   EA12-4  Engage personally with texts:   * use knowledge of language concepts to engage with unfamiliar textual forms or complex texts in unfamiliar contexts | Introduction  Read through Syllabus documents and introduction to texts. Break down the rubric and prescription description.  Rubric deconstruction  Break down the Module B Critical Study of Literature Rubric so students may ascertain the importance of the rubric in shaping the focus and direction of the critical study. Use Resource 1 to assist in this process.   * Students highlight or underline any terms or phrases that are unclear or unfamiliar within the syllabus rubric. * In the left-hand column of Resource 1 students may then clarify and define these terms. This may be undertaken as a class discussion. * Highlight, annotate and categorise key verbs, nouns and adjectives of the syllabus rubric. This may be undertaken as a table summary. * Direct students to consider the following questions concerning the rubric:   + Which is more prevalent in the Module B rubric: verbs, nouns or adjectives? What does this suggest to you about the critical study?   + What key ideas or key concepts does the rubric direct you to consider?   + What actions does the rubric indicate you will be undertaking in the critical study? * Develop a word bank specific to the Module, based on the ideas, concepts and directives of the rubric. This word bank may include synonyms, antonyms and terms that may assist students to describe or clarify textual notions such as literary value and textual integrity. * Students may paraphrase and translate the syllabus rubric statements into their own terms in the third column of Resource 1. * Based on the syllabus rubric and deconstruction activities, have students develop plausible HSC style examination questions for Module B. | Student responses will indicate they understand the vocabulary of the rubric.  Student workings and responses to rubric and deconstruction resource.  Students’ responses in class demonstrate their knowledge and understanding of rubric content and directives.  Responses equip students with a varied range of vocabulary to draw upon in the discussion of the Module’s focus.  Students question examples show understanding of correlation between Module rubric and examination questions. |
| EA12-4  Engage personally with texts:   * use knowledge of language concepts to engage with unfamiliar textual forms or complex texts in unfamiliar contexts   Develop and apply contextual knowledge:   * apply knowledge and understanding from their own context, and appreciation of other contexts, in responding to challenging texts * evaluate how changing context and values can influence how texts are composed and interpreted | TS Eliot’s background and context  Key question – What is TS Eliot’s background and context?   * Students to research and compile an overview of biographical elements for TS Eliot (Resource 5), including time and location of birth, significant relationships, education, literary influences, honours and awards and beliefs. * Students to create a historical timeline, identifying the publishing dates of Eliot’s prescribed poems and other significant elements of his life * Students to complete guided contextual research questions (Resource 5) to assist with their understanding of contextual influence. Students will compile their research as an ongoing activity as they continue in their study of the prescribed text. Guided contextual research includes considering early influences, locational impact (France and England), religion, philosophy, culture and society, Romanticism and classicism and context and understanding. * Students can use this information to compile their own summary of Eliot’s background and context, creating a Wikipedia-style overview.   Suggested resources   * ‘TS Eliot 1888- 1965’   Biographical and contextual understanding   * ‘[The impact of TS Eliot’s Christianity on his poetry](http://www.abc.net.au/religion/articles/2010/08/16/2984135.htm)’   Barry Spurr, ‘ABC’, 16th August 2010,   * ‘[T.S. Eliot: Poet and Critic as Historical Theorist](http://people.loyno.edu/~history/journal/1992-3/documents/T.S.Eliot_PoetandCriticasHistoricalTheorist.pdf)’   Scott Weidner, ‘The Student Historical Journal 1992 - 1993’, 1992 - 1993.   * ‘[T.S. Eliot’s LIfe and Career](http://www.english.illinois.edu/maps/poets/a_f/eliot/life.htm)’   Ronald Bush, ‘Modern American Poetry’, 1999.   * Cooper, J. (2006). The Cambridge Introduction to T. S. Eliot (Cambridge Introductions to Literature). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511617959   Additional resource book for purchasing | Student research and completion of biographical details.  Creation of historical timeline.  Students consider contextual questions and demonstrate their understanding through analysis and consideration of contextual features.  Student creation of overview of background and context |
| EA12-4  Engage personally with texts:   * use knowledge of language concepts to engage with unfamiliar textual forms or complex texts in unfamiliar contexts * Develop and apply contextual knowledge | The Prescribed text  T.S. Eliot: Selected Poems, Faber and Faber, 2002 ISBN 9780571057061  The Annotations of selected texts prescribed for the Higher School Certificate 2019–23 does not provide an annotation for TS Eliot: Selected Poems.   * Provide students with a copy of the prescribed text and/or copies of its contents page, forward and blurb. Ask students to undertake preliminary research into the literary legacy of T.S. Eliot and the publication history of ‘Selected Poems’. Students then adopt the role of publicist and compose their own annotation of the work: its contents, purpose and significance. * Alternatively, provide students with an online overview of the prescribed edition such as from Faber and Faber. Students explore this [Faber and Faber website](https://www.faber.co.uk/9780571057061-selected-poems-of-t-s-eliot.html), and other sites, and research the history of publication of TS Eliot’s works, recording their findings in a digital timeline. * Refer to [this page](https://www.faber.co.uk/blog/t-s-eliot-and-the-faber-book-committee/) on the Faber and Faber website. What is TS Eliot’s connection with Faber and Faber? How does this position the publicist's perspective and representation of Eliot? | Students demonstrate understanding through research of selected poems. |
|  | Summative assessment task preparation  Teacher should introduce the assessment task and what students will need to do early in the unit. Teachers could allow lesson time throughout the unit, ideally after the analysis of each poem, to develop and refine their ideas. Teachers will also need to review the requirements of a literary review or feature article with students. |  |
| EA12-3   * Engage personally with texts * engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning   Understand and apply knowledge of language forms and features   * skilfully use language for making connections, questioning, affirming, challenging and speculating about texts with clarity and control | Advice on Analysis of Selected Poems  Refer to ‘[The TS Eliot Poetry Analysis Package](https://drive.google.com/a/education.nsw.gov.au/file/d/12WRw81fJsbAHq2ebAGvOHYMmnECQahT8/view?usp=sharing)’. Teachers may choose to use or adapt the package to assist students in the process of analysing the language, forms and features of each of the prescribed poems, the deconstruction of meaning, student evaluation of the representation of rubric concerns and focus questions.  The additional suggested activities below on each of the prescribed poems provides opportunities for students to enhance their understanding and appreciation of Eliot’s poetry. Through closer analytical and critical exploration of distinctive textual qualities and the perspective of others, students further inform and shape their own personal perspective.  As well, the module requires that students engage in both critical and creative activities to build their understanding and appreciation of the prescribed text. Some suggested creative activities that could be woven into the study of the poems are:   * Conduct a Q and A style interview with different critics on the value of one or more of the poems * Re-create one of the poems as a narrative, or a part of a narrative * Write a character description of Prufrock based on the poem * Use one of TS Eliot’s key figurative devices as a central device in another piece of writing (see the Craft of Writing exam sample questions for possible focuses) * Students to choose key lines out of the different poems and incorporate them into a single narrative * Compose journal entries from Eliot, reflecting on how feels after writing one of the poems. | Student annotations, responses and poem deconstructions demonstrate working engagement and growing appreciation towards the prescribed poems. |
|  | Context  [BBC website](http://www.bbc.co.uk/programmes/articles/ZkfmRVlzVThZk3cWySHJN4/how-t-s-eliot-can-help-you)  See [Edsitement](https://edsitement.neh.gov/lesson-plan/understanding-context-modernist-poetry#sect-activities) webpage for worthwhile ideas. |  |
| EA12-4  Engage personally with texts:   * use knowledge of language concepts to engage with unfamiliar textual forms or complex texts in unfamiliar contexts   Develop and apply contextual knowledge:   * apply knowledge and understanding from their own context, and appreciation of other contexts, in responding to challenging texts | Critical approaches to literature  Key question – How do we approach the critical analysis of poetry?  Critical approaches are used to examine and analyse texts. They can provide useful frames through which to view texts.  Activity:   * Students are to research a critical approach. The teacher may wish to allocate approaches or allow students to find and select their own. (Do not allow students to select modernism) * Students use Cornell notes (Resource 7) to collate their research. Students form into groups and share their research. They take notes on their Cornell notes page. * Class discussion about the different critical approaches to clarify any questions. * Alternatively, teachers could access and present the following PowerPoint and student construct a summary using Cornell notes: Resource 6 ‘[Critical Approaches to Literature: Literary Theory](https://www.slideshare.net/MsDavis1/critical-approaches-literary-theory-power-point)’. | Students’ responses in class demonstrate their knowledge and understanding of critical approaches.  Completed Cornell notes provide further support and evidence of student understanding.  Students ask questions to clarify understanding |
| EA12-1  Engage personally with texts:   * evaluate the relationship between responder, composer, text and context   EA12-3  Understand and apply knowledge of language forms and features:   * skilfully use language for making connections, questioning, affirming, challenging and speculating about texts with clarity and control * skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions (ACELR063)   EA12-2  Respond to and compose texts:   * • compose complex and sophisticated texts in different modes, media and forms (ACELR014) | Modernism  Key question – What are the key characteristics of literary modernism?  Activity:   * Teacher introduces and explains Modernism to students. A very useful PowerPoint is Resource 8 ‘[Modernism Notes](https://www.bcsoh.org/site/.../filedownload.ashx?...Modernism%20Notes%20.ppt.)’. Students use Cornell notes, Resource 7 to summarise PowerPoint. * Students write a short response defining modernism and its impact on literature. Focus skills include reflection on what they have learnt, assessing the impact of various individuals and articulating their understanding using sophisticated language appropriate to audience, purpose and form. * Extension task – students undertake further research into an important individual and prepare a short 3-minute presentation for the class. Their research should incorporate the historical, philosophical and cultural context of the individual. | Students ask questions to clarify and refine thinking and contribute to class discussions.  Students ask questions for clarification. They make analytical comments based on their reading.  Students articulate their understanding of Modernism through a well-structured response. They are able to incorporate prior learning, such as the completed Cornell notes to assist them when structuring this response.  Through their research and presentation students make links to the importance of context. |
| EA12-1  Engage personally with text:   * evaluate the relationship between responder, composer, text and context   Develop and apply contextual knowledge:   * critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning * analyse and evaluate how and why texts influence and position readers and viewers (ACEEN040)   Respond to and compose texts:   * develop a creative, informed and sustained interpretation of texts supported by close textual analysis (ACELR062) * compose texts that integrate different modes, media and forms and assess the impacts of this combination on meaning and response (ACELR065)   EA12-2  Respond to and compose texts:   * compose complex and sophisticated texts in different modes, media and forms (ACELR014)   EA12-3  Understand and apply knowledge of language forms and features:   * skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions   Respond to and compose texts:   * support critical interpretations of texts through sustained argument and relevant detailed textual analysis | Perspectives of TS Eliot  Key question – How do others view Eliot’s work?  Students examine TS Eliot as a Modernist poet. They should focus on Eliot’s historical, cultural and philosophical context. They also investigate and evaluate the perspectives of others. Below is a list of suggested resources for the following activity. It is not prescriptive nor exhaustive.  Suggested resources:   * ‘TS Eliot and Modernity’, Louis Menand, The New England Quarterly, Vol. 69, No. 4 (Dec. 1996), pp. 554-579- can be accessed and read online for free through ‘JSTOR’. * ‘TS Eliot 1888- 1965’ – Poetry Foundation * ‘TS Eliot’, [T.S. Eliot.com](http://tseliot.com/explore/works) – contains a comprehensive list of literary criticism on a variety of topics composed by Eliot. * [TS Eliot-Modernism](https://modernism.coursepress.yale.edu/t-s-eliot/)’, Anthony Domestico and Pericles Lewis * [TS Eliot, the poet who conquered the world, 50 years on](https://www.theguardian.com/books/2015/jan/10/from-tom-to-ts-eliot-world-poet)’ Robert Crawford, ‘The Guardian’, 10 January 2015 * ‘[A Debate Over T.S. Eliot’](https://www.thecrimson.com/article/1989/12/7/a-debate-over-ts-eliot-pto/), ‘The Harvard Crimson’, 7 December 1989. * T S Eliot's anti-Semitism hotly debated as scholars argue over new evidence’, University of York, 5 February 2003 * ‘[Journal rekindles debate on whether T. S. Eliot was anti-Semitic](https://news.stanford.edu/news/2003/april9/eliot-49.html)’ John Stanford, Stanford Report, 9 April 2003 * Review of: ‘The Criterion: Cultural Politics and Periodical Networks in Inter-War Britain’, Jason Harding, Review by: Taryn L. Okuma, ‘The Journal of the Midwest Modern Language Association’, Vol. 37, No. 2 (Autumn, 2004), pp. 105-107, available on JSTOR * [‘T.S. Eliot. Year's Work in English Studies’](http://eprints.gla.ac.uk/149638/1/149638.pdf), M. Creasy, (2016), 95, pp. 1034- 1041, University of Glasgow   Activity:   * Students read and summarise at least two of the above articles. They may wish to use a Venn diagram to note the points of similarity and difference in the texts. Alternatively, Cornell notes may be used. * Canva has some interesting and engaging two and three circle Venn diagrams that students may wish to access. Registration is free. * In pairs or small groups students discuss their research.   Once they have read the articles, students select one to complete the following:   * Provide reference details of the selected reading * Provide an overview of focus and perspective in the reading * Provide a summary of the main criticisms * Provide a summary of the aspects of the text that are valued. * Provide their own critical reflections on the reading based on the question: what have you learnt from this reading? * Students present their findings to the class in the form of a short oral report with accompanying visuals. They may choose to incorporate Piktocharts which is free and allows students to create engaging infographics of their research. | Students compile an outline of Eliot as a Modernist poet.  Summary of articles to showcase understanding.  Students articulate their understanding of the readings and clarify any questions through discussion with peers in a collaborative setting. Students present their findings to the class in an engaging report. They have developed and are able to articulate their own understanding of Eliot’s work through critical reflection. |
|  | The Love Song of J. Alfred Prufrock  Suggested teaching sequence for this poem can be found at [Navigating Modernism](https://edsitement.neh.gov/lesson-plan/navigating-modernism-j-alfred-prufrock) |  |
| 12EA-1  Engage personally with texts:   * critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences   Understand and apply knowledge of language forms and features:   * Analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities(ACELR005)   12EA-3  Engage personally with texts:   * engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning   12EA-1  Develop and apply contextual knowledge:   * critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning   12EA-3  Develop and apply contextual knowledge:   * critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses   12EA-1  Understand and apply knowledge of language forms and features:   * analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities(ACELR005) * judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes   Respond to and compose texts   * develop a creative, informed and sustained interpretation of texts supported by close textual analysis(ACELR062)   12EA-2  Respond to and compose texts:   * independently use and assess the processes of drafting, reflecting, editing, refining, revising and presenting for a range of audiences and purposes   12EA-3  Understand and apply knowledge of language forms and features:   * skilfully use language for making connections, questioning, affirming, challenging and speculating about texts with clarity and control * skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions(ACELR063)   12EA-4  Understand and apply knowledge of language forms and features:   * explain the ways specific language concepts, for example imagery, symbolism or sound, shape meaning for different audiences and purpose | ‘The Hollow Men’  Refer to resource ‘[The TS Eliot Poetry Analysis Package](https://drive.google.com/a/education.nsw.gov.au/file/d/12WRw81fJsbAHq2ebAGvOHYMmnECQahT8/view?usp=sharing)’.  Read the poem aloud as a class. You may consider using one of the following recordings to guide student reading:   * [T.S Eliot Reading](https://www.youtube.com/watch?v=5fu8awT5Jzs&t=16s) * [Tom O’Bedlam Reading](https://www.youtube.com/watch?v=nwcP3NOCeiE) * [YouTube channel reading](https://www.youtube.com/watch?v=oVD-3dijpyg) * • Marlon Brando in [Apocalypse Now](https://www.youtube.com/watch?v=th8Y2V0qumE)   Group annotation activity   * Organise students into 5 groups and distribute each group with one section from ‘The Hollow Men’ (Poem arranged in stanza groupings I-V). * Each group is tasked with comprehensively annotating and responding to their section, with particular focus on:   + Meaning and implication (especially phrases).   + Words (meanings, type of diction, and relationship to other words).   + [Word Roots](https://en.oxforddictionaries.com/english)) (the Oxford English Dictionary is a useful resource for this.   + Sound Features (alliteration, assonance, rhyme etc.).   + Sentencing (agency, tense, shifts in meaning using grammar and syntax).   + Order (form, grammar or ‘plot’ of story or ideas). * An ICT approach may be utilised in this task, whereby students annotate and respond to their poem section through your chosen collaboration platform: Google Classroom/Drive, Office 365 etc. * You may extend the task in this scenario and have students directly respond to other groups’ annotations * [Genius.Com](https://genius.com/) is another tool that may be utilised for this group annotation task. Students can sign up for free and use it as a tool for annotation and responding that can be shared across media platforms. See their student focused ‘[how to](https://genius.com/Lit-genius-lit-genius-guidelines-annotated)’. A sample genius.com annotation for the poem can be found [here](https://genius.com/13243436).   Approaching the poem – the IDEA plan of action  The IDEA – identify, describe, explain and analyse – plan may be taught with modelled, guided and independent activities  Before second reading – identify the context   * Contextualise the poem. * Overview the events/characters and provide background knowledge. * Define unfamiliar terms.   Activity – Students research pertinent contextual and background information on ‘The Hollow Men’. Students develop a [Prezi](https://prezi.com/), communicating and sharing their findings. Students may focus on:   * The intertextual references in the poem: Joseph Conrad’s Heart of Darkness, Guy Fawkes, Dante Alighieri, Inferno and Divine Comedy. * The Gunpowder Plot. * T.S. Eliot’s ‘The Wasteland’ and the plausibility of ‘The Hollow Men’ as a reprise. * Religious and biblical connotations. * Post–World War I Europe under the Treaty of Versailles. * Influence of the poem on Anglo-American cultural lexicon and world culture.   While re-reading critically – describe the images and techniques   * Visualise and imagine the events described in the text and identify the images created. * Name the techniques/features. * Describe the effect/emotion produced by the features. * Additional annotations and explanatory notes:   + [Site One](http://aduni.org/~heather/occs/honors/Poem.htm)   + [Site Two](http://mural.uv.es/rubafa/hollowmen.htm)   + [Site Three](https://interestingliterature.com/2017/06/07/a-short-analysis-of-t-s-eliots-the-hollow-men/)   Activity – Discuss with students the following questions:   * Who is the speaker in the poem? * What is the tone of the speaker? * Is the speaker clear about what he sees and describes? * Can you as a reader describe the landscape of the poem? * What is the poem about?   Ask students to consider this poem within the frame of their findings from their contextual and background information research, and broader notions of the Modernist movement. Have students consider the following guiding questions:   * Compare the setting of ‘The Hollow Men’ to city scenes, factory scenes, and especially the WWI-devastated landscape from the time period. What symbolic differences can you identify? * The poem contains repeated motifs/symbolism of eyes - How might one’s eye or way of perceiving the world have changed in the period of the early 1900s and post-World War I? * How would the speaker feel if they lived during the early 1900s? How might the subject matter of the poem change?   After critical reading and while reviewing – explain and analyse   * Explain how the features create the effects and emotions. * Analyse the text by connecting and relating images, techniques and effects. * Through analysis identify the theme, key ideas and concepts of the poem.   Activity – Developing thematic or premise statements about ‘The Hollow Men’.  Students focused on synthesising their understanding of the poem, derived from analysis, annotation, research and critical reading, to formulate cohesive thematic or premise statements that succinctly communicate their interpretation of the poem’s meaning and significance.  Resource 6 may be used to undertake this process.  Symbolism stroll activity   1. Organise students into groups. Each student group will be assigned a prominent symbol or motif from ‘The Hollow Men’ – See Resource 7. 2. Students must closely consider the significance and meaning conveyed by their assigned symbol or motif. Groups should draw on close textual analysis and textual support, including quotations or line numbers to support their responses. 3. Once student groups have finalised their responses on Resource 7, students hang their group response somewhere prominent within the classroom. 4. Students then undertake a ‘stroll’ (gallery walk) and complete Resource 8 on other groups’ assigned symbols or motifs. Each group may leave an ‘expert’ to further explain or clarify student questions as the symbolism stroll occurs. | Students articulate their understanding of the poem and clarify any questions through discussion with peers in a collaborative setting. This collaborative setting caters for shared knowledge, understanding and interpretation of the poem.  In sharing through online mediums students test and compare their interpretations to that of others to help further or test their existing understandings of the poem.  Through their research and presentation resource students make links to the importance of context and meanings conveyed within the poem.  Student responses elicit understanding and views on imagery and the effect of such language use.  Students respond, ask questions to clarify and refine thinking and contribute to class discussions.  Students ask questions for clarification. They make analytical comments based on their reading and further their annotations on the poem.  Student responses consider the broader implication of the texts’ meaning, particularly if view or interpreted within a differing context.  Student responses demonstrate their understanding of content, language forms and features of the poem.  Students’ working responses demonstrate their understanding of thematic significance, values and attitudes conveyed within the poem.  Students articulate their understanding of the poem and clarify any questions through discussion with peers in a collaborative setting. This collaborative setting caters for shared knowledge, understanding and interpretation of the poem. |
| 12EA-3  Engage personally with texts:   * engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning   12EA-3  Develop and apply contextual knowledge   * critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses   12EA-4  Develop and apply contextual knowledge   * apply knowledge and understanding from their own context, and appreciation of other contexts, in responding to challenging texts   12 EA-1  language forms and features:   * Analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities( ACELR005) * judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes   12 EA-1  language forms and features:   * Analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities(ACELR005)   12EA-3  Engage personally with texts:   * engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning   EA12-1  Engage personally with text:  evaluate the relationship between responder, composer, text and context  Develop and apply contextual knowledge:   * critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning * analyse and evaluate how and why texts influence and position readers and viewers (ACEEN040) | Journey of the Magi  Refer to resource ‘The T.S. Eliot Poetry Analysis Package’ in addition to the following teaching and learning activities:  Read the poem aloud as a class. You may consider one of the following audio recordings:   * [T.S Eliot Reading](https://www.poetryarchive.org/poem/journey-magi) * [T.S Eliot Reading with visual appropriation](https://www.youtube.com/watch?v=BCVnuEWXQcg) * [Tom O’Bedlam reading](https://www.youtube.com/watch?v=b5Sk0LJ9ylk) * [Jeremy Irons Reading](https://jeremyirons.net/2017/01/20/jeremy-irons-reads-ts-eliot/)   Reading and response  Students undertake a second independent reading of the poem and record their initial interpretation.  Activity – Provide students with a writing prompt; for example, ‘Journey of the Magi explores the subject matter of...and the idea that…’ Students share their initial responses in a circle discussion. Emphasis here should be placed on the differing perspectives of others and how students’ individual contexts positions and influences initial reader responses.  Intertextual and contextual influences  Teacher defines and models intertextuality. Students collaboratively research the intertextual and contextual influences on ‘Journey of the Magi’, apply their understanding to a new reading of the poem and share their findings in a ‘Station Stop’ activity. Intertextual and contextual influences may include:   * The Magi - otherwise known as the Three Wise Men * Zoroastrianism * Bishop Lancelot Andrewes 1622 Nativity Sermons * The Nativity Story * Anabasis by St. – J. Perse * Eliot’s conversion to Anglo-Catholicism   Activity – Divide the class into groups. Assign each group a topic; additional intertextual and contextual influences can be added. Groups undertake Internet research into their assigned topic and its application in ‘Journey of the Magi’, recording their findings. The group then collectively applies their acquired understanding to a new reading of the poem and produces a short written critical response supported with textual evidence that evaluates the influence on layering meaning. The critical response remains at the station. Groups then rotate through the remaining stations, engaging with the critical responses and undertaking further discussion and debate.  Language, form and features  Students undertake close analysis of the text’s construction; its language, form and features and how the composer manipulates his craft to shape meaning. In doing so students develop their own interpretation of the text and base their judgement on detailed evidence drawn from their research and reading.  Activity – Using the Glossary of Poetic Techniques provided in the [‘The TS Eliot Poetry Analysis Package’](https://drive.google.com/a/education.nsw.gov.au/file/d/12WRw81fJsbAHq2ebAGvOHYMmnECQahT8/view?usp=sharing), students identify and record 3 techniques used by Eliot. Students complete a ‘Quick Response’ activity for each of these techniques, examining how language shapes meaning. They ask:   * I infer from * I wonder why * I question Eliot’s use of * I would change * I visualise * I appreciated the * I don’t understand * I’ve noticed   Activity – Appropriation of text. Using their understanding of the language, form and features of ‘Journey of the Magi’, students create their own poetry composition, emulating the stylistic features of Eliot. In the process of composition, students should: adhere to the form (free verse) of the original poem, endeavour to incorporate a minimum of four language techniques employed by Eliot, maintain a singular narrative voice. In the process of composition students should consider notions of textual integrity.  Thematic concerns and key values  Teacher guides students through an exploration of the main themes in the poem: suffering, fear, death, spirituality, religion, the tension between light and dark.  Activity – Considering students learning styles and multiple intelligences, students can be placed in learning pods. Each pod is allocated one of the themes in the text and is given the following directive question:  How can I visually represent the theme of … explored by Eliot in The Journey of the Magi?  Students may be prompted with the following composition products:   * create a rap (music) * create a parody (verbal or linguistic) * create an excel image (mathematical or logical) * create a tableau (visual or spatial) * create a tableau (bodily or kinesthetic)   and so on.  The perspective of others  Students investigate and evaluate others’ interpretations of ‘Journey of the Magi’ and explore how these points of view are supported using textual evidence.  Students investigate the following [perspective](https://philosophyisnotaluxury.com/2010/06/17/spiritual-realism-and-process-philosophy/) of the text and complete the reading analysis questions below. These questions extend their previous learning of how to evaluate and appreciate the perspectives of others.  Provide reference details of the selected reading:   * vide an overview of focus and perspective in the reading * Provide a summary of the main criticisms * Provide a summary of the aspects of the text that are valued. * Provide their own critical reflections on the reading based on the question: what have you learnt from this reading?   Activity – Class Debate. Do spirituality and religion revolve around suffering?  Related texts  Students can be exposed to other poems in which the poet adopts the persona from a classic narrative or from a work of art. Such as:   * ‘Mrs Midas’, by Carol Ann Duffy * ‘Not My Best Side’ by U A Fanthorpe * ‘The Rime of the Ancient Mariner’ by Samuel Taylor Coleridge. | Students articulate their understanding of the poem and clarify any questions through discussion with peers in a collaborative setting. This collaborative setting caters for shared knowledge, understanding and interpretation of the poem.  Through their research and sharing students make links to the importance of context and meanings conveyed within the poem.  Student responses demonstrate their understanding of content, language forms and features of the poem.  Students respond, ask questions to clarify and refine thinking and contribute to class discussions.  Student appropriation responses demonstrate grasp of language, form and features of the poem and an ability to apply these in a different creative context.  Students contribute own understandings through discussion prompted by thematic ideas or issues.  Student products demonstrate grasp of thematic understandings and an ability to represent these meanings in differing forms and contexts.  Student responses further informs their own interpretations on the poem and develop annotation and analytical processes on the poem.  Student responses further informs their own interpretations on the poem and develop annotation and analytical processes on the poem.  Students articulate their understanding of the poem and clarify any questions through debate and discussion with peers in a collaborative setting. This collaborative setting caters for both shared and challenged knowledge, understandings and interpretations of the poem. |

Reflection and evaluation