 Year 12 English Advanced/ Standard 2019

Unit Title: Texts and Human Experiences

Duration: 10 weeks

Texts: The poetry of Kenneth Slessor and other related texts

Unit rationale

In this common module students develop their understanding of how texts represent individual and collective human experiences through their exploration of Slessor’s poems and related texts. They examine how Slessor’s poems represent human qualities, emotions and universal themes such as despair, loss and the march of time associated with these experiences. Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally.

Students are provided with opportunities to appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media. Through a study of Slessor’s suite of poems students will understand the role of storytelling throughout time to express and reflect particular lives and cultures. An understanding that human experiences act as a catalyst students will explore the reactions of the persona within the text as well as their own responses which will allow them to make connections between themselves and the wider world. Students will make increasingly informed judgements and evaluations about how Slessor and other composers uses figurative language, structure, visual, verbal and/or digital language elements to represent individual and collective human experiences.

Students will be provided with opportunities to explore and analyse a variety of texts that represent human experiences. Students will analyse texts, research related texts, work independently and in groups, analyse poems through the lens of the rubric, to compose personal critical and creative responses about the impact and representation of human experiences on the individual and the collective. By responding to texts students will respond to a range of texts that further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts.

Focus question

Humans reflect on and represent these experiences in different ways but ultimately in this module you need to consider:

* What aspects of human experiences are represented in texts? What is the effect of context on a composer?
* How do texts represent these aspects of human experiences?
* How does the structure, form, and medium, effect its audience's understanding?
* What purpose do these texts have? What reaction do you have to the experiences represented and does it allow you to gain insight into that experience?

Outcomes

Advanced

* 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
* EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
* EA12-6 investigates and evaluates the relationships between texts
* EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

Standard

* EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
* EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
* EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
* EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
* EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
* EN12-6 investigates and explains the relationships between texts
* EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

Assessment outline

| Assessment for learning | Assessment as learning | Assessment of learning |
| --- | --- | --- |
| Creative Writing  Students will write a letter from the perspective of either a persona from one of the poems OR a witness to the events in one of the poems. The letter will reflect on the experience the persona/witness has dealt with and how it has changed their perceptions of the world and the inconsistencies/paradoxes and/or motivations of people.  It is expected that students will use figurative language develop skills in grammar and syntax. | Analytical Writing  Students to answer a variety of short answer questions based on two related texts of their own choosing and one teacher directed text.  Classwork on each poem as well can be utilised here  It is expected that students will use evaluative language to develop skills in grammar and syntax. | Multimodal Formal Task  Students are to write a pitch for an anthology of texts to be included for a study of Texts and Human.  They are to choose three texts, one must be a visual, and link to the rubric, finding a common thread. They will write the questions and explain to their class how to answer the questions from each text. This can be presented via a podcast, blog, online feature article or speech or another mode with teacher approval. |

Program

| Outcomes/ content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| Advanced:  EA12-7 valuate the effect of context on shaping the social, moral and ethical perspectives in texts  EA12-1 evaluate the relationship between responder, composer, text and context  Standard:  EN12-1 examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts  EN12-7 assess the impact of context on shaping the social, moral and ethical positions represented in texts | Introduction-   * Unpack the rubric- students understand the importance of the rubric in shaping the focus and direction of the study – Resource 1 * Examine flow chart for Rubric in Resource 2 * Identify terms students not familiar with and define them (anomalies / paradox / inconsistencies/ motivations) * Brainstorm - what are ‘Human Experiences’? - categorise them into individual or collective experiences * Explore quotes on ‘Human experience’ and students explain them/ respond to them in their own words. * Examine visuals of ‘Human experiences’ and explore what they convey / how they convey ideas Resource 1 –   Teacher note – Due to copy right issues, we were unable to use images into Resource 1/ the PowerPoint. Teachers are encouraged to find their own images, demonstrating a diverse range of human experiences. Insert into Slide 10.   * What is representation? Student definition and teacher clarification   Students answer questions:   * Teacher worksheet / Student worksheet – Resource 2 & Resource 3 * Flowchart –Resource 4 * Categorising Human Experience Work sheet- Resource 5 * Quotes Resource 6- More quotes can be found at:   + [Brainyquote](https://www.brainyquote.com/)   + [Azquotes](http://www.azquotes.com/)   + [Textual concepts](http://www.englishtextualconcepts.nsw.edu.au/) website / definition | Evidence in discussion of higher order thinking demonstrating an understanding of key terms and ideas:  anomalies / paradox / inconsistencies/ motivations  Demonstrated ability to decipher and paraphrase quotes and make links between complex ideas. |
| Advanced:  EA12-1  evaluate the relationship between responder, composer, text and context  critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences  judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes  EA12-6 evaluate how texts reflect, confirm or challenge expectations associated with  Standard:  EN12-1  examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts  compose considered and well-crafted personal responses to texts and critically consider the responses of others Develop and apply contextual knowledge  compose texts that combine different modes and media for a variety of contexts, audiences and purposes  EN12-6 assess the ways in which texts conform to or challenge generic conventions through their language features, text structures and stylistic choices Respond to and compose texts | Building Understanding through Exploring short texts  For each of the texts selected complete the general questions that make direct links between the texts and the rubric focus.   * Name of text * Type of Text * Composer of text * What is the ‘human experience’ captured in the text? * Is this experience an individual or collective one? * Is there any evidence of anomalies? Paradoxes? Inconsistencies? * How does the protagonist deal with the experience? * What does the text tell us about human behaviour and motivations? * How does the text convey its ideas? (content, context, structure, stylistic features, grammatical features, form) * How effective is this text in representing ideas about the human experience? * Has this text allowed you to see the world differently? How? * What emotions arise from encountering this text?   Students answer questions in Resource 7:   * Flowchart Categorising Human Experience Page 1 * Suggested Texts on page 2 * Examine sample analysis and information on Edward Munch’s The Scream painting   Other texts Short Stories:   * [Coming of Age: Growing up Muslim in Australia](https://www.allenandunwin.com/browse/book/Edited-by-Amra-Pajalic-and-Demet-Divaroren-Coming-of-Age:-Growing-Up-Muslim-in-Australia-9781743312926) – access to Allen and Unwin teaching resource (PDF) and purchasing information. * Boomerang Words (Novocastrian tales) Publisher: Elephant Press (1977) ISBN-10: 0646323083 ISBN-13: 978-0646323084   Short films:   * [Mourning Dove](https://www.youtube.com/watch?v=jSIgTUIYbxI) * [The Unspoken](https://www.youtube.com/watch?v=ttA2Nk-bFog) * [PaperMan](http://www.dailymotion.com/video/xzt3vb_paperman_shortfilms) (duration 6:33) - * [Facebook and a Different Reality](http://www.youtube.com/watch?v=Fz1BMCpPCzM) * [September 11 by Sean Penn](https://vimeo.com/43576505): (duration 10:59)   Poetry   * Refugee Blues - WH Auden. * [George The Poet poem on prejudice and hate crimes](https://www.equalityhumanrights.com/en/our-work/news/george-poet-and-commission-team-hate-crime-film) * Dylan Thomas - Do Not Go Gentle into that Good Night   Diaries   * Ann Frank’s Diary * Zlata’s Diary | Building Understanding  Student responses will identify techniques with perceptive analysis of language/and or visual technique and the impact connecting to an area of Human Experience. |
| Advanced:  EA12-1 evaluate the relationship between responder, composer, text and context critically engage with complex texts from a variety of personal, social, historical and cultural  Standard:  EN12-1 examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts | Background of Slessor and Poem Analysis:  This could be teacher directed or completed as a research task   * Who is Kenneth Slessor? * When did he write his poems? * What events influenced his poems? * What did he write about? * What writing movements influenced his poetry?   + Explore Modernism / Romanticism * What ‘human experiences’ might he be representing in his poems? * Revision of Poetry Terms – appropriate to Slessor’s poetry – ideas include quizzes, term matching, Quizlet test.   Slessor’s Poems set for Study:  Read through the overview sheet to understand the human experiences that Slessor experiences in his poetry. For each poem teacher can apply set questions to each poem which ties it more closely to the rubric. Teacher may find that the deconstruction of each poem may differ depending on the class. They may choose to model the deconstruction or allow students to deconstruct the poem in groups.   * [Reading Australia](https://readingaustralia.com.au/lesson/slessor-selected-poems/): https://readingaustralia.com.au/lesson/slessor-selected-poems/ * Selected Poems – Kenneth Slessor ISBN 9781921088728 * [Kenneth Slessor – Pretext and Context](https://www.youtube.com/watch?v=dVoloqCaEGo): duration 10:50 * Poets and Poetry - Sadler /Hayllar and Powell * Chart – Resource 8 * See Worksheets on each poem for deconstructions and questions to help students develop their understanding – Resources 9 -18 | Research Task  Detailed evidence of research. Students make links to Slessor’s influences, both theoretical (that is, Modernism, Romanticism) and his own personal context.  Clear links between context and human experiences and purpose. |
| Advanced:  EA12-1  analyse and evaluate how and why texts influence and position readers and viewers  critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning  develop a creative, informed and sustained interpretation of texts supported by close textual analysis  compose texts that integrate different modes, media and forms and assess the impacts of this combination on meaning and response (ACELR065)  EA12-3  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  use appropriate and effective form, content, style and tone for different purposes and audiences and evaluate their effectiveness in real and imagined contexts  EA12-2 compose complex and sophisticated texts in different modes, media and forms  Standard:  EN12-1 examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts  develop creative, informed and sustained interpretations of texts supported by close textual analysis | Wild Grapes   * Read through the poem and deconstruct it for poetic devices and stylistic features * How do the stylistic features convey meaning in the poem? * What part of Slessor’s personal context could have influenced the poem? What part of Slessor’s writing context is evident in the poem? * What is the purpose of the poem? * Listen to Bruce Pattison lecture from Total Education Centre and make notes on the meaning of the poem as well as the techniques that convey this meaning * How does the poem link to the key terms in the rubric? * After reading the poem – How did you respond to this ‘human experience’?   Responding to Wild Grapes (Assessment for Learning)   * Imagine you are the persona from Wild Grapes. Write a letter to ‘Isabella’ from the poem telling her what you found when returning to the ‘old orchard’. In the letter try to use lines from the poem to support your understanding. * Create a visual representation. On one side of the page, create an image of a place you remember fondly. On the other side of the page, create a visual of the place reflecting the passage of time. Use colour, words and pictures to create your representation and write a paragraph to explain what you have represented and why. * Other resources that can assist in analysing Wild Grapes:   + Wild Grapes -Analysis Resource 9   + Understanding Wild Grapes – Resource 10   + Further online analysis websites:   [Wild Grapes](http://lardcave.net/hsc/english.2ug.slessor.wildgrapes.html)  [Wild Grapes](http://www.smashthehsc.com/wild-grapes.html)  [Slessor – Wild Grapes](https://www.youtube.com/watch?v=-bvwNC2tei8) (Duration12:48)   * + Resource 11 - Link to the Rubric and responding personally | Understanding Wild Grapes  Student responses show evidence of personal understanding through written response, making links to rubric and Slessor’s context. Ability to identify purpose and impact of techniques.  Responding to Wild Grapes  Student responses illustrate an insightful reflection of persona’s voice reflecting attitudes and beliefs with links to the human experience explored using aptly chosen textual detail.  Visual Representation  Student responses utilise visual techniques to demonstrate an understanding of poet’s purpose/ connection to time. |
| Advanced:  EA12-1  interpretation, critical analysis, imaginative expression and pleasure  analyse and evaluate how and why texts influence and position readers and viewers  develop a creative, informed and sustained interpretation of texts supported by close textual analysis  EA12-7  evaluate the effect of context on shaping the social, moral and ethical perspectives in texts  evaluate and select language forms, features and structures of texts to represent diverse human  experience, universal themes and social, cultural and historical contexts  Standard:  EN12-1 develop creative, informed and sustained interpretations of texts supported by close textual analysis  EN12-2 independently use and assess strategies for planning, drafting, editing and revising, correcting for errors, refining ideas and ensuring consistent and appropriate style  EN12-3 analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage | The Vesper Song of the Reverend Samuel Marsden   * Read through the poem and deconstruct it for poetic devices and stylistic features * How do the stylistic features convey meaning in the poem? * What part of Slessor’s personal context could have influenced the poem? What part of Slessor’s writing context is evident in the poem? * Research the background of Reverend Samuel Marsden. Why has Slessor chosen to represent him in such a way? * What is the purpose of the poem?   + Australian Dictionary of Biography   + [Marsden-Samuel-2433](http://adb.anu.edu.au/biography/marsden-samuel-2433)   + Understanding Vesper Song – Resource 12   + Analysis of Vesper Song – Resource 13 | Understanding of Vesper Song  Student responses will provide evidence of personal connection through articulate written responses to questions. Responses will explore links between personal understanding and the language of the rubric/concept clear. |
| Advanced:  EA12-1  analyse and evaluate how and why texts influence and position readers and viewers  develop a creative, informed and sustained interpretation of texts supported by close textual analysis  EA12-4  evaluate how changing context and values can influence how texts are composed and interpreted  explain the ways specific language concepts, for example imagery, symbolism or sound, shape meaning for different audiences and purposes  EA12-2  independently use and assess the processes of drafting, reflecting, editing, refining, revising and presenting for a range of audiences and purposes  critically analyse how different textual forms, technologies and media of production reflect personal, social, historical and cultural contexts  Standard:  EN12-2  independently use and assess strategies for planning, drafting, editing and revising, correcting for errors, refining ideas and ensuring consistent and appropriate style  compose and analyse texts in different modes, media and technologies for a variety of purposes  EN12-4 adapt texts for different purposes, contexts and audiences (ACEEN050) Understand and apply knowledge of language forms and features | Out of Time  Learning objectives   * To understand how Slessor represents the human experience of the march of time, of loss and ageing * To make connections with other texts and themselves   Introductory questions   * What does the march of time mean? * Have you heard this example of personification before? * Does running out of time, or losing time bother you?   Poem annotation and exploration activities Resource 14   * Read through the poem silently on your own and write down any ideas that come to mind- words or phrases that stand out, any language features you can identify or any notable structural features or form. * Read the poem aloud. Do you notice anything different? * Read the poem for a third time this time using an old person’s voice, imagine yourself to be 78 or 89 years old. * Write down a short reflection on what you think the poem is about. * Annotate the poem with teacher direction. * Watch [Total Education Centre](https://www.youtube.com/watch?v=heC4cSGeLP0) video. * Discuss poems imagery and themes. * Complete responding and creating activities.   Responding critically   1. What is the subject-matter of the poem? 2. What human experiences are explored in the poem? 3. What is the predominant mood of the poem? Does it shift from pessimism to optimism? 4. Describe the effect of the extended personification of time in the poem? 5. What is your personal reaction to the poem? Can you relate to the human experience Slessor is portraying? 6. How successful is the poem as a work of art that portrays human experiences? 7. How does the poem link to the key terms in the rubric?   Related material link – Salvador Dali painting The Persistence of Memory, Funeral Blues W.H Auden,  Responding Creatively  Create a visual text which showcases their understanding of ‘Out of Time’. Use visual language features to portray ideas and images explored in the text such as the personification of time or the attitude or the persona to death.  [Slessors – ‘Out of Time’ Analysis](https://www.youtube.com/watch?v=heC4cSGeLP0): (duration 17:05) | Understanding Out of Time  Student responses will reflect critical understanding of the march of time, loss and ageing and the impact on the individual. Connections between the text and students own position.  Responding critically  Student responses will demonstrate a connection between the poem, the art work and the human experience providing textual evidence to justify ideas. |
| Advanced:  EA12-1  critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning  analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities  develop a creative, informed and sustained interpretation of texts supported by close textual analysis  EA12-3 use appropriate and effective form, content, style and tone for different purposes and audiences and evaluate their effectiveness in real and imagined contexts  skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions  EA12-5  analyse how different language forms, features and structures can be used to represent different perspectives  critically evaluate own and others' arguments, justifications, evidence and points of view  Standard:  EN12-1 analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences  develop creative, informed and sustained interpretations of texts supported by close textual analysis  EN12-3 control language features, text structures and stylistic choices of texts to shape meaning and influence responses  EN12-5 use the information and ideas gathered from a range of texts to present perspectives in analytical, expressive and imaginative ways | William Street  Learning activity – ‘William Street’  Introduction- Watch analysis and discussion on [Slessor – William Street Analysis](https://www.youtube.com/watch?v=wEt_o--Qn9s): (duration 13:07)  Focus questions to address:   * How does this poem invite the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally? * Does reading and understanding the poem provide a catalyst for students to make connections with their own landscapes and how they experience them?   Whole class discussion   * What do you love or admire that is not perfect, that is not beautiful and perfectly formed? * Why do you think Slessor defends this street in this manner, why does he react so strongly to this dark, wet street of prostitutes and drunks with its unattractive smells and sights? Is it the reality of it, the in your face drama of it? * How does he tell us this story of a now iconic street? What textual features allow the audience to experience the street as he does? * What connections can you make to your world?   Annotation of poem   * Teacher and students annotate the poem's structure using questions such as:   + How many stanzas make up this poem?   + How many lines in each stanza?   + How might you describe the form of this poem?   + Is there a pattern or rhyme?   + Instructions for separating annotating roles on worksheet   Thinking and composing tasks  Critical composing – Journal entry: Do you find Slessor's representation of William Street to be "ugly" or "lovely"? Students write a one minute persuasive speech, using evidence from the poem to support their point of view. In small groups students share their short speeches and discuss their responses to the poem.  Creative composing – descriptive writing – ‘You find this ugly, I think it’s lovely’   * Creative Micro Writing –using the words and ideas gathered above, write a 100-word micro story describing your suburb, or an element of it, and your connection to it. Your feelings toward it must be clear- try to use show not tell! * Extension writing task- Create a poem using Slessor’s beginning and ending lines. Using words from your brainstorm create a poem about your suburb. The poem will start and end with the line: You find this ugly, I think it's lovely from the Kenneth Slessor poem, “William Street”.   Related material – Reaction to disasters and connections to place – How to reform a community devastated?  [Five years on: Fukushima residents share their stories](http://ideas.ted.com/five-years-on-fukushima-residents-share-their-stories/)  The effects of the Fukushima Nuclear station disaster and tsunami that devastated parts of Japan are still being felt, read the attached article and view the images and discuss the following questions:   * Why do people want to return to their villages? * Discuss the connections two of the people have with their town and why returning seems important to them. * Would you return to such a place or would you find it too scary or ugly? * Why is community important and how does it affect an individual’s connection to place and how they experience their environment? * Why do you think the author feel it was important add photos to his story and use short quotes/interviews with people to tell this story (textual forms and features)? What effect does this form and style have?   Use Resource 15a teacher resource, for full classroom teaching and learning activity – Resource 15 | Focus Questions  Student responses show ability to think outside their own world and challenge assumptions through personal connect and links to human experiences. Students demonstrate an ability to apply their understanding to their own context  Thinking and Composing Task  Student responses show an ability to form a distinct opinion of ‘William Street’ using evidence from the poem. Students demonstrate an ability to work in groups and engage in substantive conversations justifying their own responses and listening to others  Creative Composing - descriptive writing  Student responses demonstrate their opinion through the use of sophisticated description, using language features such as metaphor, personification or figurative language. |
| Advanced:  EA12-1  critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning  judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes  EA12-5  analyse how different language forms, features and structures can be used to represent different perspectives  critically evaluate the use of figurative language and rhetorical devices to represent concepts and  shape arguments, for example symbolism, metonymy, irony or imagery  Standard:  EN12-1  analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences  develop creative, informed and sustained interpretations of texts supported by close textual analysis  EN12-5  assess the effects of rhetorical devices, for example emphasis, emotive language and imagery in the construction of argument (ACEEN025) Respond to and compose texts  synthesise information and ideas for a range of purposes, including development of sustained, evidence-based, logical and complex argument (ACEEN071) | Gulliver   * Read through the poem and deconstruct it for poetic devices and stylistic features * How do the stylistic features convey meaning in the poem? * What part of Slessor’s personal context could have influenced the poem? What part of Slessor’s writing context is evident in the poem? * What is the purpose of the poem? * What is the ‘human experience’ explored in the poem? * How does the poem link to the key terms in the rubric? * After reading the poem – How did you respond to this ‘human experience’?   Responding to Gulliver (Assessment for Learning)   * Create a word bank from the poem. Choose words that you think have helped Slessor to capture the emotion of despair that comes from not being able to overcome emotional challenges. Using those words, create your own narrative moment that captures your feelings to your own ‘manacles.’ * Gulliver is a dark poem where Slessor reflects upon the helplessness of not being able to overcome human problems. How effectively does this poem differ to Vesper Song of the Reverend Samuel Marsden in representing human experiences?   Gulliver Analysis Sheet –Resource 16  View [Gulliver’s Travels ‘The Beast’](https://www.youtube.com/watch?v=DBqmniLGEh8) – clip of Jack Black in the scene. Explain the literary allusion to Jonathan Swift’s Gulliver’s Travels and the human metaphors of each journey. Refer to Understanding Gulliver – Resource 17. | Responding to Gulliver  Student responses will illustrate an understanding of the emotions captured in the poem through aptly chosen vocabulary for word bank and the application of the word bank to a narrative reflecting personal feelings. The narrative will include a variety of language features such as figurative language or experimentation with the structure of narrative. |
| Advanced:  EA12-1  critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning  judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes  EA12-5  analyse how different language forms, features and structures can be used to represent different perspectives  critically evaluate the use of figurative language and rhetorical devices to represent concepts and  shape arguments, for example symbolism, metonymy, irony or imagery  Standard:  EN12-1 compose considered and well-crafted personal responses to texts and critically consider the responses of others Develop and apply contextual knowledge  EN12-5  understand, assess and appreciate how different language features, text structures and stylistic choices can be used to represent different perspectives and attitudes  appreciate the value of thinking about texts in different ways Develop and apply contextual knowledge | Beach Burial   * Brief whole class discussion of context of poem and what experiences are presented * Read through the poem and deconstruct it for poetic devices and stylistic features * How do the stylistic features convey meaning in the poem? * What part of Slessor’s personal context could have influenced the poem? What part of Slessor’s writing context is evident in the poem? * Why has Slessor chosen to represent war in such a way? * What is the purpose of the poem?   Responding to Beach Burial – Independent student learning   * In small groups students annotate poem and research its meaning. Classroom posters made of their work including an annotation of the poem, visual representation of the human experiences explored in the poem and a summary of how Slessor represents meaning in the poem. * Independent reflection writing- Do you think Slessor’s context influenced his representation of the experiences of war as he does in this poem. Find a piece of related material that explores the experience of war and evaluate how well the composer represents those experiences. Write this up in your reflection.   [Beach Burial – Kenneth Slessor](https://www.youtube.com/watch?v=kiumzbqIfto) (duration 8:43)  [Beach Burial Analysis](http://nebo-lit.com/poetry/slessor/beach-burial-slessor-analysis.html) | Independent student learning  Student responses will reflect a collaborative approach through the quality of discussion. Substantive communication between students will be evident. Posters will demonstrate understanding of multimodal texts and the way techniques shape meaning through aptly chosen visuals and quotes.  Student reflection will demonstrate a connection to human experience, composer’s purpose and personal understanding through suitable choice of related material and justification. |
| Advanced:  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  EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments  Standard:  EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies  EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning | After reading the poems set for study, evaluate Slessor’s role of storyteller is in capturing an individual’s reaction to various human experiences. You should refer to at least two poems.  “Human experiences are varied and differ for each individual”. Evaluate the ways that texts represent their human experiences referring to one Slessor poem set for study and one text of your own choosing.  Additional Resources  Resources for context and related texts.   * [Kenneth Slessor: The Frozen Moments](http://englishoneoworst.blogspot.com.au/): (search from home page) * Framework for analysing poetry – Resource 19 | Formal Assessment Task – see marking guideline |

Reflection and Evaluation