# Student resource booklet

## Critical study phase – English Standard Module B

**Module case study** – Year 12 Module B – Close Study of Literature

**Case study text** – The poetry of Oodgeroo Noonuccal, [NESA English Standard – Module B Oodgeroo Noonuccal (PDF 13 pages)](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017/modules)

**Technology focus** – Microsoft Teams for group work activities; Microsoft Sway and PowerPoint, or Google Slides for student presentations

### Resource one – syllabus statement Standard Module B

In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities.

Students study one text chosen from the list of prescribed texts. They engage in the extensive exploration and interpretation of the text and the ways composers (authors, poets, playwrights, directors, designers and so on) portray people, ideas, settings and situations in texts. By analysing the interplay between the ideas, forms and language within the text, students appreciate how these elements may affect those responding to it. Students produce critical and creative responses to the text, basing their judgements on a detailed knowledge of the text and its language features.

Through reading, viewing or listening, students analyse, assess and comment on the text’s specific language features and form. They express increasingly complex ideas, clearly 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.

Through their analyses and assessment of the text and their own compositions, students further develop their personal and intellectual connections with, and enjoyment of the text, enabling them to express their informed personal interpretation of its significance and meaning.

[English Standard Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-standard-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

### Resource two – SLIMS jigsaw activity

This approach to analysing a poem is best placed after at least two of the poems set for study have been closely analysed as a class. This will ensure that students have a sound understanding of the poet, their style and ideas from which to draw on as they analyse their nominated poem.

SLIMS equals:

* Structure – how is the poem structured? Does it have stanzas with a regular number of lines, or is there any other interesting features of its structure?
* Language – what kind of language (or diction) is used? Is this language relevant to the subject and/or theme? What effect does the language have on the poem’s meaning and the audience?
* Imagery – are there any notable examples of similes, metaphors, personifications or symbols in the poem? Any literal or emotive imagery that is created? What is their effect?
* Movement including rhythm – when read or spoken/performed, does the poem have a regular (slow or fast) rhythm? What is the effect of any rhythmic qualities?
* Sounds – does the poem have any significant sound features, such as onomatopoeia, alliteration, or assonance? Does the poem rhyme? What are the effects of these features of sound on the meaning?

**Activity process:**

1. Do an initial read of the poem so that you have a basic understanding of its structure and ideas.
2. The class is divided into five groups – one for each element of SLIMS.
3. The expert group analyses the poem, focusing on their nominated element. They can identify links to the other poems in regards to use of the same element.
4. The group, once they have completed their analysis are to annotate their copy of the poem in a Word document or Google Doc, identifying instances of their chosen element, as well as writing a summary of the use of this element and its impact/effect in the poem as a whole.
5. The group, finally, should decide on 2-3 questions they would ask the rest of their class to check their understanding of the use of the element in the poem. The annotated poem and questions are shared with the teacher who will check to see if there are any key aspects missing and to correct any misinformation. Feedback is given to the group before moving on to the next stage of the jigsaw activity.
6. Next lesson, the class is divided into ‘sharing groups’ with one member from each of the expert groups. This new group share their knowledge and understanding with the rest of the group. Students add annotations to the poem and complete their SLIMS table (resource three). Looking at the poem again as a whole might encourage some further insights and connections that each expert records.
7. Students return to their expert groups to finalise their annotations and summary as well as tweak any of the questions based on feedback from the other groups. Once finalised, their work is shared with the teacher for collation into a single document to be distributed to the class. Students then complete the set questions and submit them to the teacher (or expert group) for feedback.

Additional digital option – as well as using shared documents, teachers could use one of the **jigsaw** PowerPoint or Slides templates found on the NSW Department of Education’s Digital Learning Selector website on the [Learning Activities](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?clearCache=1287a813-606b-84b3-9816-e988e98c6d5) page.

### Resource three – SLIMS poem analysis table

Table 1: SLIMS poem analysis activity

|  |  |
| --- | --- |
| Analysis element: | Notes, examples, quotes from the poem: |
| Structure  How is the poem structured? Does it have stanzas with a regular number of lines, or is there any other interesting features of its structure? | Student answer space |
| Language  What kind of language (or diction) is used? Is this language relevant to the subject and/or theme? What effect does the language have on the poem’s meaning and the audience? | Student answer space |
| Imagery  Are there any notable examples of similes, metaphors, personifications or symbols in the poem? Any literal or emotive imagery that is created? What is their effect? | Student answer space |
| Movement including rhythm  When read or spoken/performed, does the poem have a regular (slow or fast) rhythm? What is the effect of any rhythmic qualities? | Student answer space |
| Sounds  Does the poem have any significant sound features, such as onomatopoeia, alliteration, or assonance? Does the poem rhyme? What are the effects of these features of sound on the meaning? | Student answer space |

### Resource four – SPECCS template questions

Subject matter – what event, situation, issue or experience does the poem describe, examine or deal with? For example, her reaction/s to visiting the Reed Flute Cave.

Purpose – what is the poet’s purpose in writing this – what message does the poet want to communicate to the audience? For example, linking the wonder of this natural creation in China to the wonder of the creations of nature in Australia and travel as a broadening of the mind and soul.

Emotion – what is the main emotion, feeling or mood of the poem? Does the mood seem to change during the poem? What effect does this have and why? What emotions or feelings is the poet trying to evoke in the audience? For example, wonder, awe, feeling homesick for Stradbroke Island.

Context – what are the personal, historical and/or cultural contexts of the poem? What impact does the context/s have on the poem’s subject matter and purpose? Does the audience’s own context change the reception of the poem? For example – her home, references to the Rainbow Serpent.

Craftsmanship – this is the use of poetic devices. How does the poet achieve the effect? What specific devices or techniques have they used in the poem, and what is the effect of these on meaning? Refer to your SLIMS analysis to support your decisions. For example, her use of rhetorical questions, first person narration, use of present tense verbs, the metaphor of the snake etcetera.

Summary – what is the overall impact of the poem for you and other audiences? What makes it standout as a poem? How successful is it as a piece of communication about an issue/s? Does it successfully achieve the poet’s purpose?

### Resource five – SPECCS analysis table

Table 2: SPECCS poem analysis table

|  |  |
| --- | --- |
| Analysis element: | Notes, examples, quotes from the poem: |
| Subject matter  What event, situation, issue or experience does the poem describe, examine or deal with? | Student answer space |
| Purpose  What is the poet’s purpose in writing this – what message does the poet want to communicate to the audience? | Student answer space |
| Emotion  What is the main emotion, feeling or mood of the poem? Does the mood seem to change during the poem? What effect does this have and why? What emotions or feelings is the poet trying to evoke in the audience? | Student answer space |
| Context  What are the personal, historical and/or cultural contexts of the poem? What are the cultural assumptions and values conveyed in the poem? What impact does the context/s have on the poem’s subject matter and purpose? Does the audience’s own context change the reception of the poem? | Student answer space |
| Craftsmanship  This is the use of poetic devices. How does the poet achieve the effect? What specific devices or techniques have they used in the poem, and what is the effect of these on meaning? Refer to your SLIMS analysis to support your decisions. | Student answer space |
| Summary  What is the overall impact of the poem for you and other audiences? What makes it standout as a poem? How successful is it as a piece of communication about an issue/s? Does it successfully achieve the poet’s purpose? | Student answer space |