**Title: Australian Poetry then and now Subject/Course: English**

**Topic: Poetry Grade(s): 9**

**Designer: Miss Petra Hunt**

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| **Overview** | |
| *As a result of engaging with this unit students will...*  **Year 9 Achievement Standard**  **Receptive modes (listening, reading and viewing)**  By the end of Year 9, students [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) the ways that text structures can be manipulated for effect. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how images, vocabulary choices and language features [distinguish](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Distinguish) the work of individual authors.  They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) and integrate ideas and information from texts to form their own interpretations. They [select](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Select) evidence from the text to [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how language choices and conventions are used to influence an audience. They listen for ways texts position an audience. | |
| **Stage 1 — Desired Results** | |
| **Established Goals:**  *Language variation and change*  Understand that [Standard Australian English](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=Standard+Australian+English) is a living language within which the creation and loss of words and the evolution of usage is ongoing [(ACELA1550)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1550)  *Text structure and organisation*  Understand that authors innovate with [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) structures and language for specific purposes and effects [(ACELA1553)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1553)  Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas [(ACELA1770)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1770)  *Examining Literature*  Investigate and experiment with the use and effect of extended metaphor, [metonymy](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=metonymy), allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes [(ACELT1637)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1637)  Analyse [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) structures and [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) of literary texts, and make relevant comparisons with other texts [(ACELT1772)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1772)  *Texts in context*  Analyse how the construction and interpretation of texts, including [media texts](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=media+texts), can be influenced by cultural perspectives and other texts [(ACELY1739)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1739)  *Interpreting, Analysing, Evaluating*  Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts [(ACELY1745)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1745) | |
| **Understandings:**  *Students will understand that …*  That the evolution of [Standard Australian English](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=Standard+Australian+English) can be seen through the development of our nation’s poetry canon.  That poems can be used to observe cultural, linguistic and social changes in Australian society.  That poets use language and text structures for specific effects.  That poets use poetic devices in order to sign post ideas, make connections, and build semantic connections between ideas.  That extended metaphor, [metonymy](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=metonymy), allegory, icons, myths and symbolism in poetry can be used to effect the reader.  That language features within a text can be compared and contrasted with other texts.  That the construction and interpretation of texts can be influenced by cultural perspectives and other texts.  That poets use combinations of language and visual choices to present information, opinions and perspectives. | **Essential Questions:**  How is the evolution of Standard Australian English illustrated through the stylistic changes in poetry seen through the progression of our nation’s poetry canon’s development?  How are cultural, linguistic and social changes observed within poetry?  How do poets use language and text structures for specific effects?  How do poets use poetic devices to sign post ideas, make connections, and build semantic connections between ideas?  How and why do poets develop and present metaphor, metonymy, allegory, icons, myths and symbolism in order to have an effect on the reader?  Where can language features be compared and contrasted within other texts?  How are the construction and interpretation of poems influenced by cultural perspectives and other texts?  How do poets use language combinations and visual choices to present information, opinions and perspectives? |
| **Knowledge:**  *Students will know …*  That the Patterson/Lawson debate established our national identity and has influenced the progression of that identity within iconic poetic texts over time.  That poets have chosen to confirm or reject the archetypal Australian identity over time.  That poems can be used to observe cultural, linguistic and social changes in Australian society.  That changes in Australian culture, language and society can be seen when comparing poems within our nation’s canon.  That metaphor, metonymy, allegory, icons, myths and symbolism as well as other poetic devices, such as alliteration, rhyme, rhythm etc., are used by Australian poets to sign post themes such as identity.  That language features within a poem can be compared and contrasted to other contemporaneous texts, and to texts from different periods, to show how different poets; use various devices for various affects and see, interpret, communicate and develop Australian identity.  That cultural perspectives are present within the construction of poems and also influence the way that we, as readers, interpret texts.  That visual choices and language combinations present cultural and social information, opinions and perspectives, concerning Australian poetry, within Australian poetry. | **Skills:**  *Students will be able to …*  Comprehend, identify and discuss that Standard Australian English has evolved and that that evolution can be seen throughout the progression and development of our nation’s poetic canon.  Identify, explain, analyse and evaluate how authors innovate with text structures and language for specific purposes and effects.  Analyse and evaluate how poets use cohesive devices to signpost ideas, make connections and build semantic associations between ideas.  Identify, explain the use and effect of extended metaphor, [metonymy](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=metonymy), allegory, icons, myths and symbolism poetry.  Analyse [text](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=text) structures and [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) of literary texts, and make relevant comparisons with other texts.  Analyse how the construction and interpretation of texts can be influenced by cultural perspectives and other texts.  Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts. |
| **Stage 2 — Assessment Evidence** | |
| **Performance Tasks:**  RAFT comparative closed reading of two poems using the SMILE template to guide the closed reading and findings communicated through a; written closed reading, filmed presentation using PowerPoint as a visual aid or a poster. | |
| **Other Evidence:**  In class individual SMILE analysis of an Australian Poem from the Australian Canon. | |

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| **Stage 3 — Learning Plan** |
| **Learning Activities:**  Week 8:  Tuesday: single (independent reading)  Wednesday: double – Looking at the A.B. Patterson vs Henry Lawson debate and SMILE, introduce the RAFT.  Friday: double – Looking multiculturalism and women in Australian poetry and complete “in class” individual SMILE Analysis.  Week 9:  Tuesday: single (independent reading – due)  Wednesday: double - Working on our RAFT – tiered lesson on SMILE based on “in class” SMILE analysis.  Friday: double – Working on our RAFT due at end of lesson.  Week 10:  Tuesday: single – Looking at SLAM poetry.  Wednesday: double - Aussie Hip Hop.  Friday: double – Writing and performing/presenting our own SLAM poem or RAP. |