



Analysing and Creating Protest Poetry and Lyrics Unit of Work

(Suitable for all state-based curriculums
for the Australian English Curriculum:
Year 9)

Unit overview and
lessons based on developing
student knowledge of and skills
in creating poetry and song
lyrics to make a better world

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Analysing and Creating Protest Poetry and Lyrics: Unit of Work

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Unit of work:	<i>Analysing and Creating Protest Poetry and Lyrics</i>	Year:	9
Duration:	8 weeks	Assessment:	Suite of protest poems and/or song lyrics Personal reflection
Text types:	Poetry, songs and song lyrics photographs	Language:	Voice and irony
Concept:	Perspective/point of view and cultural perspective	Learning experiences:	reading, writing, viewing, listening creating
<p>Links to other learning areas:</p> <ul style="list-style-type: none"> • History <p>General capabilities:</p> <ul style="list-style-type: none"> • Literacy • Critical and creative thinking • Ethical understanding • Personal and social capabilities <p>Cross-curriculum Priorities:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and culture <p>Other learning across curriculum areas:</p> <ul style="list-style-type: none"> • Difference and diversity 			

Essential Learning Goal	Overarching Questions	Key Learning Ideas
<p>To investigate the ways protest texts provide individual agency and change for social participants.</p>	<ul style="list-style-type: none"> • What do we desire our future to look like? • In what ways does social change occur through the vehicle/mechanism of protest? • In what ways do individuals stage non-violent protests? • In what ways do the features of texts engage our interest and influence our understanding of ourselves? 	<p>The role of protest in our society What is social agency and how can individuals achieve it through creating protest texts The language of songs and poetry</p>

Analysing and Creating Protest Poetry and Lyrics Unit of Work **Links to Australian English Curriculum: Year 9**

Language

Sub-strands	Content descriptions	Elaborations
Language for interaction	Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)	<ul style="list-style-type: none"> identifying the various communities to which students belong and how language reinforces membership of these communities (the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups, the interaction patterns of the classroom, the commonalities in migrant and cultural groups)
Text structure and organisation	Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	<ul style="list-style-type: none"> experimenting with ways to present personal viewpoints through innovating with texts
Expressing and developing ideas	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)	<ul style="list-style-type: none"> investigating the use of symbols, for example the flag, the digger's hat and the Southern Cross in images, films and picture books, and evaluating their contribution to viewers' understanding of issues, for example national identity, recognising that visual and verbal symbols have different meanings for different groups

Literature


Sub-strands	Content descriptions	Elaborations
Literature & context	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	<ul style="list-style-type: none"> exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students' own exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students' own reviewing historical fiction or nonfiction written by and about the peoples of Asia analysing literary texts created by and about Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) and also texts including film produced by and about peoples of Asian background, and considering the different ways these texts represent people, places, things and issues

Responding to literature	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)	<ul style="list-style-type: none"> • reflecting on and discussing responses to literature including plot events, setting details, characterisation, themes, structure and language devices used to achieve particular effects, and collaboratively formulating a list of factors that characterise merit • discussing, debating and evaluating the cinematic qualities and success of a film or new versions of a film • exploring the ways that context has shaped the representation of particular cultures, such as through the analysis of differing viewpoints in texts about different cultures or by comparing the ways texts from different periods reveal differences in viewpoints (for example differences in the portrayal of migrants in traditional and more contemporary literature)
Responding to literature	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)	<ul style="list-style-type: none"> • establishing a wide reading list on a particular issue based on personal preference and establishing reasons for the inclusion of these texts
Examining literature	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)	<ul style="list-style-type: none"> • identifying examples of language devices in a range of poems, ballads or poetic extracts, and considering how their use adds to meaning and may also influence the emotional responses of listeners or readers, in varying ways • exploring how language devices look or sound in written or spoken texts, how they can be identified, purposes they serve and what effect they might have on how the audience responds • taking a particular area of study, a topic or theme and examining how different authors make use of devices like myth, icons and imagery in their work
Examining literature	Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)	<ul style="list-style-type: none"> • evaluating the effect on readers of text structures and language features of a literary text and comparing these with other texts • by comparing texts, writing or speaking about how well the author constructed the opening and closing sections of the text and used 'hooks' to keep the reader/viewer/listener engaged and reading on/watching/listening to the end
Creating literature	Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)	<ul style="list-style-type: none"> • making language choices and choosing particular language devices to achieve intended effects, for example building in a surprise or twist in the ending of a short story or final scene of a film • taking an existing short story, poem, play or speech in print form and creating a short visual text which is accompanied by a sound track containing music and sound effects, and which is intended to amuse audiences who are familiar with the original text

		<ul style="list-style-type: none"> • creating written interpretations of traditional and contemporary literature which employs devices like metaphor, symbol, allegory and myth, and evaluating the contribution of these devices to the interpretation of the text • creating written interpretations of traditional and contemporary poetry (for example sonnets and contemporary song lyrics) focusing on their use of symbol, myth, icons and imagery
Literacy		
Sub-strands	Content descriptions	Elaborations
Interacting with others	Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)	<ul style="list-style-type: none"> • comparing and evaluating bias or stereotyping and presenting findings in discussions and presentations • identifying and commenting on omissions of information in different texts • exploring and identifying moral and ethical dimensions of an issue represented in different texts, and how these align or contradict with personal and others' perspectives • understanding the role of intonation, pausing, combinations of clause and rhythm in spoken language and of punctuation
Interacting with others	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)	<ul style="list-style-type: none"> • participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations • using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, presenting a point of view and listening to other viewpoints, and negotiating an agreed position on an issue • choosing vocabulary, spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language choices such as use of similes, metaphors and personification to meet the perceived audience needs • selecting voice effects such as tone, volume, pitch and pace for their specific effects, such as putting forward a point of view or attempting to persuade an audience to a course of action
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)	<ul style="list-style-type: none"> • identifying or commenting on the author's approaches and use of techniques, design, form and style
Creating texts	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate	<ul style="list-style-type: none"> • presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such the importance of maintaining balance in the biosphere

	<p>arguments, including texts that integrate visual, print and/or audio features (ACELY1746)</p>	<ul style="list-style-type: none"> • creating imaginative texts with main ideas developed through the interconnections of plot, settings, characters, the changing of chronological order, foreshadowing in written, spoken and digital texts • creating informative and argumentative texts with explanations, details and evidence • following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument
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ACARA, *Australian English Curriculum*. Accessed Jan 10, 2018.

Content descriptions	Lesson Outline	Suitable for homework	Resources
<p>Language Language for interaction Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)</p> <p>Language Text structure and organisation Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)</p>	<p>Our right to protest</p> <p>Guidance</p> <ol style="list-style-type: none"> 1. Explain, discuss or read notes from the worksheet about our right to protest. 2. Listen to and discuss Luka Lesson's, 'Please Resist Me'. Watch the video clip. <p>2. Ask students to complete the exercise below:</p> <p>Exercise</p> <ol style="list-style-type: none"> 1. According to the performance poem, what would make a better world? 2. How do you know this? Use quotes to show your ideas. 3. Watch the video clip again. How does the video clip enhance the idea of 'Please resist me' in the poem? Explain your ideas with reference to at least two visuals in the video clip. <p>Diversity of Learners To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:</p> <p>Extension</p> <ol style="list-style-type: none"> 1. How do you think this performance poem represents social agency? Explain with reference to examples from the poem. <p>Special educational needs</p> <ol style="list-style-type: none"> 1. Reduce number of activities to be completed. 		<p>Our right to protest worksheet</p> <p>Luka Lesson, 'Please Resist Me'</p> <p>http://www.youtube.com/watch?v=D-HED2UXwbw</p>