Critical Study of Selected Poems by WH Auden Unit of Work

(Suitable for all state-based curriculums for the senior secondary Australian Curriculum: English Literature)

Unit overview and lessons based on a critical study of selected poems by WH Auden, including analysis of context, content, language and key ideas and concepts

SHELLEY McNAMARA

Qwiller

www.qwiller.com.au

First published 2020 by
QWILLER
Visit our website at www.qwiller.com.au
Copyright © Shelley McNamara 2020
All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright owner, except under conditions described in the Copyright Act 1968 of Australia (the Act) and subsequent amendments and conditions described in the Terms of Use on www.qwiller.com.au. Exception also applies to licence agreements for Bi-annual Subscribers. See the website for details. All enquiries are to be made to the publisher at the address above.

A licence must be obtained and a remuneration notice must be given to a Copyright Agency Limited (CAL) if educational institutions wish to copy any part of this resource for educational purposes under the Act. Then, a maximum of 10% of this resource is allowed to be copied by any educational institution for its educational purposes. Licence restrictions must be adhered to. For details of the CAL licence contact: Copyright Agency Limited, Level 15, 233 Castlereagh Street, Sydney, NSW 2000. Telephone: (02) 9394 7600. Facsimile: (02) 9394 7601. Email: info@copyright.com.au

Cataloguing data
Author: Shelley McNamara
Title: *Critical Study of Selected Poems by WH Auden's Poetry: Unit of Work for the Australian English Curriculum (AEC)*
ISBN: 978-1-925624-71-7
Publisher: Shelley McNamara
Editor: Shelley McNamara
Proofreader: Shelley McNamara
Text design: Wesley Bisuna www.lukehayes.com.au
Typeset in Book: Times New Roman 12/pt / Bookman Old Style 12/pt
Cover image: https://jrbenjamin.files.wordpress.com/2013/12/w-h-auden2.jpg
Cover design: Toby Andrews www.lilypad.com.au

Unit of work:	Critical Study of Selected Poems by WH Auden	**Year:**	11 or 12
Duration:	6 weeks	**Assessment:**	Critical Study of Literature essay
Concepts:	Critical Study of Literature Representation	**Module:**	Unit 4 – Critical Study of Literature

Learning experiences: reading, writing, viewing, listening, creating

Links to other learning areas:

- History

General capabilities:

- Literacy
- Critical and creative thinking
- Personal and social competence

Other learning across the curriculum areas:

- Civics and citizenship
- Difference and diversity

Essential Learning Goal	Overarching Questions	Key Learning Ideas
• To explore, analyse and evaluate how selected poems by WH Auden represent power, authority and the role of the individual.	• How do texts represent ideas about power, authority and the role of the individual? • How do texts explore the relationship between social purpose and form? • How are political perspectives, ideas, events or situations expressed in texts? • What are the impacts of politics acts on individual lives and society?	• Power, authority and the role of the individual • The relationship between social purpose and form • Personal responses to a critical study of literature • Perspectives and key ideas in WH Auden's poetry

Unit Focus/Rationale

Throughout their critical study of selected poems by WH Auden, students consider how the elements of the text work together as a whole to create textual integrity. The unit begins by introducing students to the rubric (language) of the syllabus/curriculum and connects these to the selected poems by WH Auden. Students will develop informed personal responses about issues of representation and analyse the relationship between social purpose and form. Students will consider Auden's personal context, key concepts such as power, authority and the role of the individual. Students will analyse how texts represent individual, shared or competing political perspectives, ideas, events or situations and analyse the impact political acts like 'writing' may have on individual lives or society more broadly. Other elements such as structure, key ideas and concepts are also addressed. Students will develop their thesis about this and make judgments about how medium of production, textual form and choice of language shape meaning and influence perspectives. Students will also develop skills in writing an essay that explores a critical study of literature.

Students have the opportunity to learn about:

- critically studying a text
- meaning of textual integrity
- WH Auden's theoretical influences

- WH Auden's personal context and how this has influenced his work
- distinct qualities of the text in terms of construction, content and language
- critically and imaginatively explore distinctive qualities and ideas explored in WH Auden's poetry.

Students have the opportunity to learn to:

- prepare for final examinations
- analyse how the selected poems by WH Auden work together as a whole to represent textual integrity
- practise identifying theoretical influences in WH Auden's poetry
- practise answering examination style questions.

Resources

From S. Smith, *The Cambridge Companion to Auden,* Cambridge University Press, 2005:

- Nicholas Jennings, 'Auden in America'
- Ian Sansom, 'Auden and influence'
- 'Richard Davenport-Hines, Auden's life and character'
- Patrick Deane, 'Auden's England'
- Edward Mendelson, 'The European Auden'
- Stan Smith, 'Auden's light and serio-comic verse'
- Peter Porter, 'Auden's language and style'
- John Lucas, 'Auden's politics: power, authority and the individual'
- Rod Mengham, 'Auden, psychology and society'
- Gareth Reeves, 'Auden and Religion'
- Paola Marchett, 'Auden's landscapes'
- Rainer Emig, 'Auden and ecology'
  - Alison Flood, 'Unseen WH Auden diary sheds light on famous poem and personal life', *The Guardian*, 26/6/2013.

https://www.theguardian.com/books/2013/jun/26/auden-diary-bought-british-library

Additional texts

- New York Times, September 1, 1939

http://www.nytimes.com/learning/general/onthisday/big/0901.html

- Boat people image: www.boat-people.org
- Orwell, George, 'Notes on Nationalism', Polemic London, 1945

http://orwell.ru/library/essays/nationalism/english/e_nat

Formative Assessment	Summative Assessment
Deconstruction of two poems Essay paragraphs Essay plan	A Critical Study of Literature essay
Unit 4 Description	**Unit 4 Learning Outcomes**
Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.	By the end of this unit, students: • understand the relationship between the representation of values and ideas in texts and how they are received by audiences • justify their own critical interpretation of a text • create oral, written and multimodal texts blending and borrowing literary conventions. https://www.australiancurriculum.edu.au/senior-secondary-curriculum/english/literature/?unit=Unit+1&unit=Unit+2&unit=Unit+3&unit=Unit+4&page=2

Senior Secondary Curriculum: English – Unit 4

Content Statements	Content Descriptions
Evaluate the dynamic relationship between authors, texts, audiences and contexts including:	• how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) • how texts in different literary forms, mediums or traditions are the same or different (ACELR055) • how interpretations of texts vary over time (ACELR056) • the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience. (ACELR057)
Evaluate and reflect on the ways in which literary texts can be interpreted including:	• how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) • exploring a range of critical interpretations. (ACELR061)
Create analytical texts:	• developing a creative, informed and sustained interpretation supported by close textual analysis (ACELR062) • using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts (ACELR063) • critically evaluating their own and others' justifications, evidence and points of view (ACELR064) • experimenting with different modes, mediums and forms. (ACELR065)

Create imaginative texts:	• adapting medium, form, style, point of view and language (ACELR066) • experimenting with elements of style and voice to achieve specific effects (ACELR067) • manipulating literary conventions for different audiences and contexts (ACELR068) • reflecting on the ways in which expectations and values of audiences shape the created text. (ACELR069)

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Senior Secondary Curriculum: English
https://www.australiancurriculum.edu.au/senior-secondary-curriculum/english/literature/?unit=Unit+1&unit=Unit+2&unit=Unit+3&unit=Unit+4&page=2

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
• understand the relationship between the representation of values and ideas in texts and how they are received by audiences • justify their own critical interpretation of a text • create oral, written and multimodal texts blending and borrowing literary conventions.	**Significance** Background knowledge	**Assessment task** a) It is recommended that students are given the assessment task notification and marking sheet at the beginning of the unit. b) Read and explain the assessment task and marking sheet with the class. The task and criteria for marking are outlined below. **The task** Write a critical essay for the following question: Explore how WH Auden's poetry represents ideas about society and its values in unique and evocative ways. In your response, make detailed reference to your prescribed text. The prescribed text is: • Poetry – Selected Poems by WH Auden • 'O what is that sound which so thrills the ear' • 'Spain' • 'Epitaph on a Tyrant' • 'In Memory of W.B. Yeats' • 'September 1, 1939' • 'The Unknown Citizen' • 'The Shield of Achilles'.		Introduction to a Critical Study of Literature worksheet

		Marking criteria In your answer you will be assessed on how well you: • demonstrate an informed understanding of the ideas expressed in the text • evaluate the text's distinctive language and stylistic qualities • organise, develop and express ideas using language appropriate to audience, purpose and form.		

 ISBN: 978-1-925624-71-7

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053)	**Significance** Background knowledge	## Section 1: Introduction to a Critical Study of Literature **Overview** The prescribed poems are: 'O what is that sound which so thrills the ear' 'Spain' 'Epitaph on a Tyrant' 'In Memory of W.B. Yeats' 'September 1, 1939' 'The Unknown Citizen' 'The Shield of Achilles'. **Guidance** 1. Explain, discuss or read notes from the worksheet about the rationale for the approach to this unit. 2. Ask students to complete the exercise below: **Exercise** i. Read the relevant syllabus carefully. ii. Choose three statements from the syllabus that stand out to you as being significant. Complete the following task: a) Write these statements down. These may form the basis for your thesis about a critical study of WH Auden's poetry. b) Write what you think these statements mean to you.		Introduction to a Critical Study of Literature worksheet

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate and reflect on the ways in which literary texts can be interpreted including: • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060)	**Intellectual quality** Deep knowledge **Significance** Background knowledge Cultural knowledge	**Auden's poetry** **Guidance** 1. Explain, discuss or read notes from the worksheet about how Auden's poetry. 2. Ask students to complete the exercise below: **Exercise** i. Refer to notes from the Marking Centre for your exams from last year. Pay careful attention to the characteristics of best responses. Consider what is deemed valuable by the Marking Centre. ii. Write notes about the key characteristics that are significant for you when you write your essay.	✓	Auden's Poetry worksheet

 ISBN: 978-1-925624-71-7

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) • exploring a range of critical interpretations (ACELR061) Create analytical texts: • developing a creative, informed and sustained interpretation supported by close textual analysis (ACELR062) • critically evaluating their own and others' justifications,	**Intellectual quality** Deep knowledge Deep understanding Problematic knowledge Higher-order thinking Metalanguage Substantive communication	**Auden as a Critical Study of Literature** **Guidance** 1. Explain, discuss or read notes from the worksheet about Auden as a Critical Study of Literature. 2. Ask students to complete the exercise below: **Exercise** i. What observations can you make about how Auden's poetry fits into the syllabus requirements? ii. Read 'Introduction' (Smith) from *The Cambridge Companion to WH Auden* and compose an extended response to **one** of the following questions or quotes. a) 'Kistein was right to link the moral and political positions to a stylistic one. Auden's use of pastiche and parody, his sleeping around with poetic forms and his plagiarising of other poets' voices, constitute a deliberate assault on the idea of the autonomous authentic self, speaking with its own unique accents.' Comment on this quote. b) How does Auden imply that 'the discourses which shape our identity are impermanent (and) continually shifting'? c) Reference Auden's 'borrowing' and how this reflects his interests. d) Comment: 'Auden remained a far-sighted and radical witness'. e) Comment on the utility of poetry as a medium for representing society's values.	✓	Auden as a Critical Study of Literature worksheet

evidence and points of view (ACELR064)		**Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** i. Read 'Auden's English: language and style' (Porter) from *The Cambridge Companion to WH Auden* and compose an extended response to one of the following questions: a) Auden's work is impossible to categorise by style or focus. To what extent do you agree? Include specific references to one of the poems set for study and the details of this chapter. b) A mastery of language and commitment to having a voice are at the heart of Auden's successes in poetry. Write a critical response. You should discuss one poem from the prescribed text and closely refer to the chapter in an extended critical response. ii. These two readings, above, introduce Auden and his language and style. What did you notice when you reflect on both of them together?		

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) Create analytical texts: • developing a creative, informed and sustained interpretation supported by close textual analysis (ACELR062) • using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts (ACELR063)	**Intellectual quality** Deep knowledge Deep understanding Problematic knowledge Higher-order thinking Metalanguage Substantive communication	**Essays on Auden and his poetry** **Guidance** 1. Explain, discuss or read notes from the worksheet about various essays on Auden and his poetry. 2. Ask students to complete the exercise below: **Exercise** **Key questions** When you read the two essays by critics below, answer the following questions: **1. What perspectives about the selected poems by Auden are offered in each reading?** Consider: • the thesis or argument being developed about Auden's poetry • your interpretation and perspective on the writer's reading of Auden's poetry. **2. What are the contextual shaping elements identified in the reading?** Consider the social, literary, cultural and historical contexts represented. **3. What textual references are made in the reading to exemplify these contextual shaping elements?**	✓	Essays on Auden and his poetry worksheet Essays from *The Cambridge Companion to Auden*: 'Auden in America' – Nicholas Jennings 'Auden and influence' – Ian Sansom

• critically evaluating their own and others' justifications, evidence and points of view (ACELR064)		Consider: • the way the text is constructed through textual references to context • the effects of social, cultural and historical context on the construction of the text and the way it is received by the audience. **4. What 'questions of value' does the writer suggest are explored in the selected poems by Auden?** Consider: • the questions of value that are asked • the effects of these questions on aspects of texts • the reason why the composer deems the 'questions of value' worth asking • the ways that changes in context lead to changed values reflected in texts. **5. How does the writer's perspective give you an insight into the integrity of the selected poems by Auden?** Consider: • how the text is coherent in its form and language to create an integrated whole in terms of its meaning and value. i. Read the following essays from *The Cambridge Companion to Auden*: • 'Auden in America' – Nicholas Jennings • 'Auden and influence' – Ian Sansom.		

		These are useful essays to find out more about Auden's background and influences. They are also referred to again in Section 2. ii. Answer the questions above in detail for each reading. **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** i. Using your notes and the readings, write three analytical paragraphs discussing the various perspectives. Include your own perspective on Auden's poetry in these paragraphs.		

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR 054	**Intellectual quality** Deep understanding	**Section 2: Personal context of WH Auden** **Guidance** 1. Explain, discuss or read notes from the worksheet about Auden's personal context. 2. Ask students to complete the exercise below: **Exercise** Now that you have read about Auden, write down three key ideas about him that interest you.		Placing Auden's poems in context worksheet http://www.biography.com/people/wh-auden-9192132#synopsis http://www.notablebiographies.com/An-Ba/Auden-W-H.html

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058)	**Intellectual quality** Deep knowledge Deep understanding **Significance** Background knowledge Cultural knowledge Knowledge integration	**A timeline of Auden's life** **Guidance** 1. Explain, discuss or read notes from the worksheet about the timeline of Auden's life. 2. Ask students to complete the exercise below: **Exercise** i. Based on your readings so far, write down notes on the following personal contextual issues for Auden's life: • Auden's geographical background • Auden's social upbringing and environment • how Auden's gender and sexuality influenced his poetry generally. ii. How do you think Auden's personal context relates to the concepts or ideas presented in his poetry? iii. How does Auden's personal context shape his understanding of the world around him? iv. How is Auden's personal knowledge communicated in his poetry? **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** i. How do the ideas explored in Auden's poetry shape your understanding of the world around you?		A timeline of Auden's life worksheet

		ii. How does what you have learned about Auden help you to understand his poetry? iii. How might Auden's understanding of society shape his understanding of the world around him? iv. How does Auden's personal knowledge of American and English society and politics influence his perception of the world? v. From a personal context, how do the ideas communicated in Auden's poetry impact on or shape your ideas and understanding of society? Explain your response.		

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience (ACELR057) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) Create analytical texts: • developing a creative, informed and sustained inter pretation supported by close textual analysis (ACELR062)	**Intellectual quality** Problematic knowledge Higher-order thinking Substantive communication **Quality learning environment** Student direction **Significance** Connectedness	**Poster textual case study** **Guidance** 1. Explain, discuss or read notes from the worksheet about deconstructing a visual text: Tall ship image from boatpeople.org. Do not show the writing 'boat people' at first. 2. Ask students to complete the exercise below: **Exercise** i. Look at the image of the tall ship. ii. Deconstruct the image of the Tall Ship by writing, around the image, annotations about the following: • tall ships connected to Nationalism of Australian identity • connection to national pride • post-colonial consequences of settler society on Aboriginal Australian cultures • the central position of image • visual features. iii. Let's consider the meaning of **detournement**. It means to take an icon of traditional value and 'detour' it, rebrand it, giving it a new meaning that makes us look with new and critical eyes at history(ies) and tradition(s). How do you think this image of Australian settlement and nationalism could be 'detoured' or satirised? iv. Do a search on the term 'detournement'. Write what you discover.	✓	Poster textual case study worksheet Tall Ship image https://www.jura.org.au/images/boat-people-tall-ship

• using appropriate linguistic, stylistic and critical terminology to evaluate and justi fy interpretations of texts (ACELR063) • experimenting with different modes, mediums and forms (ACELR065)		Did you find out some of the following? • It was originated by the Situationist International group of intellectuals, artists, students, film-makers who took part in the nearly successful revolution in Paris 1968. • The word 'detournement' was translated from French into English meaning 'diversion' and was the method of artistic creation used by the Situationists as a form of subversion. v. Look at the original image with the text 'boat people' at the bottom. Answer the questions below. a) What is the rebranding of the term 'boat people' saying to you? b) Annotate the boat people poster above with ideas about how concepts are represented. c) Summarise how this text informs you about the key ideas and concepts in the poem. **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** i. Complete the following questions: a) How does this text represent political perspectives, ideas or events? b) How does this text represent political motivations and actions? c) How does this text explore the impact political acts may have on individual lives or society?		

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Create analytical texts: • developing a creative, informed and sustained inter pretation supported by close textual analysis (ACELR062) • using appropriate linguistic, stylistic and critical terminology to evaluate and justi fy interpretations of texts (ACELR063) • critically evaluating their own and others' justifications, evidence and	**Intellectual quality** Problematic knowledge Higher-order thinking Substantive communication **Quality learning environment** Student direction **Significance** Connectedness	**Evaluating the worth of a text: textual integrity** **Guidance** 1. Explain, discuss or read notes from the worksheet about what textual integrity is and how its shown in texts. 2. Consider the following when studying textual integrity in the selected poems of WH Auden: • features and elements of the text (see below) • the extent to which the text has overall unity through an integrated structure and unifying concepts • close analysis of textual details to evaluate how features and elements function in different ways • the way features lead to the text's enduring values. Below is an overview of the aspects we will need to consider in a critical study. • structure (the way it was put together) • form (the type of text) • textual elements (content and language). **Essays on Auden** i. Read and discuss: 'Auden's life and character' (Davenport-Hines) from *The Cambridge Companion to WH Auden*. 3. Ask students to complete the exercise below: **Exercise**	✓	Evaluating the worth of a text: textual integrity worksheet 'Auden's life and character' (Davenport-Hines) from *The Cambridge Companion to WH Auden*. 'Auden's politics: power, authority and the individual' (Lucas) from *The Cambridge Companion*

 ISBN: 978-1-925624-71-7

points of view (ACELR064)

i. Write ten key facts about Auden's life and character. A few examples have been given to get you started.

- Auden's father was a physician of 'intense intellectual curiosity' and 'constructive humanitarianism'. His father inspired in him an interest in psychology, disease and Nordic sagas.
- He met Christopher Isherwood, who became a novelist, in preparatory school - they became lovers and literary collaborators.
- Auden entered Christ Church, Oxford, in 1925 on a scholarship in natural sciences, but he transferred to a course in philosophy and economics.

ii. Create a table. Choose between three and five significant quotations and write them in the table. After each one, write a brief explanation of its importance in relation to key ideas. You may look for issues about identity including sexuality, poetry, tradition, context and others.

Quotation from the essay	**Explanation of the quote's importance**
Quote 1: His poems 'The Watershed' (1927) and 'The Secret Agent' (1928) were the earliest examples of his unique idiom – which sounded cryptic, ambiguous and menacing – that became called 'Audenesque'.	From early in Auden's career as a poet he wrote poems that challenged common ways of thinking. He also developed his own style that was thought provoking and full of hidden meanings.

to WH Auden

		ii. Read 'Auden's politics: power, authority and the individual' (Lucas) from *The Cambridge Companion to WH Auden*. From this reading and the knowledge you have on Auden so far, write down in point form the way you might answer an extended response on one of the following: a) 'But certain of his poems register political feelings more profoundly than any other writings of the 1930s.' Explain Auden's political position during this time. b) 'Throughout the thirties Auden continued to make poems out of his questioning of the private versus public, of individuals versus social desires and forces.' How does Auden's poetry reflect this dichotomy?		

 ISBN: 978-1-925624-71-7

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) • the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience (ACELR057) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how medium, form, language and wordplay contribute to	**Intellectual quality** Higher-order thinking Metalanguage Substantive communication **Quality learning environment** High expectations **Significance** Background knowledge Cultural knowledge	**The poems: Representing Auden's body of work (oeuvre)** **Guidance** 1. Explain, discuss or read notes from the worksheet about Auden's oeuvre. 2. Ask students to complete the exercise below: **Exercise** i. Read all of the poems set for study. ii. Match each of the seven quotes to one of the seven poems. iii. Explain how and why each quote relates to particular poem/s. **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** i. Reread or skim 'Auden in America' (Jenkins) from *The Cambridge Companion to WH Auden* and compose an extended response to one of the following questions: a) 'The assumption is that a poet's work is significant to the extent that it identifies with, or represents, the modern socio-cultural collective of 'nation' ii. How does Auden's work challenge the notion of poet as 'nation' builder?	✓	Representing Auden's body of work worksheet

interpretations of texts (ACELR060) • exploring a range of critical interpretations (ACELR061) Create analytical texts: • critically evaluating their own and others' justifications, evidence and points of view (ACELR064)		b) 'Auden began to explore the consequences of the belief that a new kind of world demanded a new kind of poem.' Comment on the utility of poetry as a medium for representing key ideas.		

 ISBN: 978-1-925624-71-7

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form , language and	**Intellectual quality** Deep understanding Metalanguage Substantive communication **Quality learning environment** Explicit quality criteria **Significance** Background knowledge	Section 3: Critically analysing 'September 1, 1939' & 'In Memory of W.B. Yeats' **Reading 'September 1, 1939'** **Guidance** 1. Explain, discuss or read notes from the worksheet about reading 'September 1 1939'. 2. Ask students to complete the exercise below: **Exercise** i. Your own responses and analysis are useful before you read the analysis of others. Read the poem aloud. See link for a copy of the poem. ii. Create a table like the one below. Jot down comments in relation to: • your responses—images, thoughts, feelings, moods, sounds or other • language features that strike you as you read • your ideas on key ideas and concepts—where/how these key ideas and concepts are included in the flow of the poem? What ideas are raised? **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:		Reading 'September 1, 1939' worksheet https://www.poets.org/poetsorg/poem/september-1-1939

wordplay contribute to interpretations of texts (ACELR060) • exploring a range of critical interpretations (ACELR061)		**Extension** **Critical essay** Search online for a critical essay on Auden's 'September 1939'. As you read the essay, write down key words and phrases. At the end, decide to what extent you agree with the essay. i. Write down five to ten brief dot points summarising the critic's view of the poem. ii. From the essay you chose, make notes on the main meanings, language devices and contextual information in relation to the poem. Which points are most relevant to your reading of the poem?	✓	

 ISBN: 978-1-925624-71-7

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) • the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience (ACELR057)	**Intellectual quality** Deep understanding Metalanguage **Significance** Cultural knowledge Knowledge integration Connectedness	**An additional text** **Guidance** 1. Explain, discuss or read notes from the worksheet about how additional texts can help understanding of context. 2. Ask students to complete the exercise below: **Exercise** i. Read the copy of the *New York Times* front page for the date on which the poem is set. See link in resource section. a. What connections can you make between the headline and 'September 1, 1939'? b. Annotate a copy of 'September 1, 1939' briefly identifying key ideas and what is being said about society.		An additional text worksheet http://www.nytimes.com/learning/general/onthisday/big/0901.html

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) • how texts in different literary forms, mediums or traditions are the same or different (ACELR055) • how interpretations of texts vary over time (ACELR056)	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking Substantive communication **Quality learning environment** High expectations Social support **Significance** Cultural knowledge Knowledge integration	**Contemporary influences** **Guidance** 1. Explain, discuss or read notes from the worksheet about Auden's contemporary influences. Discuss Ogden Nash. 2. Read 'Spring Comes to Murray Hill'. 3. Look at how the poem the poem would have featured in the New York Times on May 3, 1930. 4. Discuss: How does seeing how the poem first appeared impact of your understanding of it? 5. Ask students to complete the exercise below: **Exercise** i. What ideas about power, authority and the role of the individual are explored in the poem? ii. What do you notice about the language used to express ideas? Identify two examples of language techniques and explain what they tell you about the poet's perspective on the individual and power in society. iii. What connections can you make between 'September 1, 1939' and 'Spring Comes to Murray Hill'?		Contemporary influences worksheet 'Spring Comes to Murray Hill' by Ogden Nash http://www.poemhunter.com/poem/spring-comes-to-murray-hill/ http://www.newyorker.com/magazine/1930/05/03/spring-comes-to-murray-hill http://www.newyorker.com/magazine/1930/05/03/spring-comes-to-murray-hill

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) • how interpretations of texts vary over time (ACELR056) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060)	**Intellectual quality** Higher-order thinking Substantive communication **Quality learning environment** Engagement High expectations **Significance** Knowledge integration	**Interpretations and studies of 'September 1, 1939'** **Guidance** i. Explain, discuss or read notes from the worksheet about various interpretations and studies of 'September 1, 1939'. ii. Watch a YouTube clip of an interpretation of the poem. iii. Ask students to complete the exercise below: **Exercise** i. How would you represent Auden's 'September 1, 1939' in a YouTube clip? Jot down some planning ideas. ii. How does the YouTube clip of the poem enhance your understanding of how key ideas are represented by Auden in 'September 1, 1939'? **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** i. Read 'Auden's light and serio-comic verse' (Smith) from *The Cambridge Companion to WH Auden*. • Record about three or four direct relevant quotations. • Explain how the quote relates to Auden's poems.	✓	Interpretations and studies of 'September 1, 1939' worksheet https://www.youtube.com/watch?v=BjvduC8K-Ek

Create analytical texts: • critically evaluating their own and others' justifications, evidence and points of view (ACELR064)		ii. Summarise in dot points the key ideas in the chapter. A couple of examples have been completed to get you started. • Auden's comic verse represents the 'silliness of human nature' • To Auden poetry represents all parts of human nature. iii. Create your own visual interpretation of the poem. Think of the intended audience. iv. How is your interpretation shaped by your own context and intended audience?		

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay contribute	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking Metalanguage **Quality learning environment** Explicit quality criteria **Significance** Cultural knowledge Knowledge integration	**Deconstructing 'September 1, 1939'** **Guidance** 1. Explain, discuss or read notes from the worksheet about deconstructing 'September 1, 1939'. 2. Ask students to complete the exercise below: **Exercise** i. Use the notes and your readings to help you as you fill in the deconstruction table about 'September 1, 1939' by making your own notes about the following: • literary and cultural context • textual features such as: ○ structural (and relate to the whole text, including layout) ○ figurative (and relate to sentence and word level) ○ grammatical features. **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** Write at least a 300–word paragraph analysing how key ideas are represented in 'September 1, 1939'.	✓	Deconstructing 'September 1, 1939' worksheet

to interpretations of texts (ACELR060) Create analytical texts: • developing a creative, informed and sustained interpretation supported by close textual analysis (ACELR062)				

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking **Quality learning environment** Engagement High expectations **Significance** Cultural knowledge Knowledge integration	**Reading 'In Memory of W.B. Yeats'** **Guidance** 1. Explain, discuss or read notes from the worksheet about 'In Memory of W.B Yeats'. 2. Ask students to complete the exercise below: **Exercise** i. Your own responses and analysis are useful before you read the analysis of others. Read the poem aloud. See the link in resource section for a copy of the poem. ii. Jot down comments in relation to: • your responses—images, thoughts, feelings, moods, sounds or other • language features that strike you as you read • your ideas on key ideas and concepts—where/how these key ideas and concepts are included in the flow of the poem? What ideas are raised?		Reading 'In Memory of W.B. Yeats' worksheet https://www.poets.org/poetsorg/poem/memory-w-b-yeats

contribute to interpretations of texts (ACELR060) • exploring a range of critical interpretations (ACELR061)				

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) • how interpretations of texts vary over time (ACELR056) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060)	**Intellectual quality** Deep knowledge Deep understanding Problematic knowledge Higher-order thinking Metalanguage Substantive communication **Quality learning environment** Engagement High expectations Social support Students' self-regulation **Significance** Cultural knowledge Knowledge integration	**Recordings of the poem** **Guidance** 1. Explain, discuss or read notes from the worksheet about recordings of the poem. 2. Listen to the two YouTube clips reading Auden's 'In Memory of W.B. Yeats'. 3. Ask students to complete the exercise below: **Exercise** i. How would you represent Auden's 'In Memory of W.B. Yeats' in a YouTube clip? Jot down some planning ideas. ii. How do the YouTube clips of the poem enhance your understanding of how key ideas are represented by Auden in 'In Memory of W.B. Yeats'? iii. Create your own audio and visual interpretation of the poem. Think of the intended audience. iv. How is your interpretation shaped by your own context and intended audience? **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** **Exercise 1: Critical essays and study of the poem**	✓	Recordings of the poem worksheet https://www.youtube.com/watch?v=WERAvb5FmY8 https://www.youtube.com/watch?v=BNlS_Vbip_Q Critical essays and study of the poem worksheet

Create analytical texts: • developing a creative, informed and sustained inter pretation supported by close textual analysis (ACELR062) Create imaginative texts: • adapting medium, f orm, style, point of view and language (ACELR06 6) • experimenting with elements of style and voice to achieve specific effects (ACELR067) • manipulating literary conventions for different audiences and contexts (ACELR06 8) • reflecting on the ways in which expectations and values of audiences shape the created text (ACELR069)		Search online for a critical essay on Auden's 'In Memory of W.B. Yeats'. As you read the essay, write down key words and phrases. At the end, decide to what extent you agree with the essay. i. Write down five to ten brief dot points summarising the critic's view of the poem. ii. From the essay you chose, make notes on the main meanings, language devices and contextual information in relation to the poem. Which points are most relevant to your reading of the poem? iii. Consider your earlier annotations and the reading above. Write down three to five dot points on the following: a) Yeats, Auden and the meaning of the poem b) devices in the poem c) themes of the poem. iv. What ideas about power, authority and the role of the individual are explored in the poem? v. What comments on identity, ideology and individual agency are explored in the poem? vi. What motivations and actions are explored in the poem? **Exercise 2** i. Read the following chapters from *The Cambridge Companion to WH Auden*: • 'Auden's England' • 'Auden and religion' • 'Auden and ecology'.		

		ii. Summarise in dot points the key ideas in the chapter. A couple of examples have been completed to get you started. 'Auden's England' a) Due to the advent of the Second World War, Auden's move to America in 1939 was viewed as an act of betrayal in the mind of the English public. b) Auden's migration to America (the new world) did not liberate him from the 'Old World' of England. As Frank Kermode says, 'you are identified with your world and you must live or die with it'. (p26) 'Auden and religion' c) Auden liked to 'categorise and pigeonhole', with an awareness that these systems work on their own terms and those creating the systems are implicated in their creations. In the process consciousness created through these systems imprisons due to the explanations being created. d) Greeves argues that Auden's conversion to Christianity in 1940 reveals Auden's need for systems 'Auden and ecology' e) Auden's nature images reject Romantic models, where the 'imaginary framework' enabled the self to overcome alienation. f) Auden's images of nature are 'man-made constructs'. In an essay on Robert Frost in 1936, Auden states that 'Man is naturally anthropocentric' and concerned with his own kind		

		and things only when they relate to his existence and how they 'sustain him'. It is only when his relations with people break down that he is interested in nature.		

 ISBN: 978-1-925624-71-7

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking Metalanguage **Quality learning environment** Explicit quality criteria **Significance** Cultural knowledge Knowledge integration	**Deconstructing 'In Memory of W.B. Yeats'** **Guidance** 1. Explain, discuss or read notes from the worksheet about deconstructing 'In Memory of W.B. Yeats'. 2. Ask students to complete the exercise below: **Exercise** ii. Use the notes and your readings to help you as you fill in the deconstruction table about 'In Memory of W.B. Yeats' by making your own notes about the following: • literary and cultural context • textual features such as: ○ structural (and relate to the whole text, including layout) ○ figurative (and relate to sentence and word level) ○ grammatical features. **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** Write at least a 300–word paragraph analysing how key ideas are represented in 'In Memory of W.B. Yeats'.	✓	Deconstructing 'In Memory of W.B. Yeats' worksheet

verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060)				

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking **Quality learning environment** Engagement High expectations **Significance** Cultural knowledge Knowledge integration	Section 4: Critically analysing 'Spain' & 'O what is that sound' **Reading 'Spain'** **Guidance** 1. Explain, discuss or read notes from the worksheet about reading 'Spain'. 2. Ask students to complete the exercise below: **Exercise** i. Your own responses and analysis are useful before you read the analysis of others. Read the poem aloud. See the link in resource section. ii. Jot down comments in relation to: • your responses—images, thoughts, feelings, moods, sounds or other • language features that strike you as you read • your ideas on key ideas and concepts—where/how these key ideas and concepts are included in the flow of the poem? What ideas are raised? **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:	✓	Reading 'Spain' worksheet https://sites.google.com/a/upr.edu/modernpoetry/Student-Blogs/ivan-andres-rodriguez/spainbywhauden

contribute to interpretations of texts (ACELR060) • exploring a range of critical interpretations (ACELR061) Create analytical texts: • using appropriate linguistic, stylistic and critical terminology to evaluate and justi fy interpretations of texts (ACELR063) • critically evaluating their own and others' justifications, evidence and points of view (ACELR064)		**Extension** **Exercise 1: Critical essay and study of the poem** Search online for a critical essay on Auden's 'Spain'. As you read the essay, write down key words and phrases. At the end, decide to what extent you agree with the essay. i. Write down five to ten brief dot points summarising the critic's view of the poem. ii. From the essay you chose, make notes on the main meanings, language devices and contextual information in relation to the poem. Which points are most relevant to your reading of the poem? iii. What ideas about power, authority and the role of the individual are explored in the poem? iv. What comments about identity, ideology and individual agency are explored in the poem? v. What motivations and actions are explored in the poem? **Exercise 2** i. Read the following from *The Cambridge Companion to WH Auden*: 'Auden, psychology and society'. ii. Summarise in dot points the key ideas in the chapter that relate to key ideas. A few examples have been completed to get you started. • Freud, the founder of psychoanalysis, influenced Auden's work as he thought about psychological models connected to the 'customs and rituals or an entire society' as opposed to the individual.		

		• Auden felt that Freudianism needed to be considered in conjunction with other parts of contemporary environment. • Auden was interested in the teachings of Lane, who proposed that 'all instinctual behaviour is good' – biologically and morally. iii. Read the following from *The Cambridge Companion to WH Auden*: 'Auden and modern theory'. iv. One the next page are relevant quotations from the essay. Explain what you understand these quotes are saying about Auden's ideas. An example has been completed to get you started. v. Add and interpret one or two more quotes from the essay that reinforce key ideas in Auden's poetry.		

Relevant quotes from 'Auden and modern theory'	What quotes are saying about Auden's ideas
Auden's theoretical foundations: 'Auden considered Romanticism one of several contributory factors to politics of despair, the main cause. He further believed while literature could expose and critique a society's leading paradigms, it did not directly 're-enter history as an effective agent' (p.393). Lastly, he readily distinguished a work's aesthetic merit from the worth of its ideas.' (pp. 138-139) [Auden recognised that Romanticism's material source led to the consequences of the Industrial Revolution] 'Breakthroughs in technology and science had potentially at least freed humans from the back-breaking labour and bondage to the land. But they also increased inequalities of wealth, destroyed traditional communities, concentrated populations in slums and left most people alienated from their work, one another and themselves. Romanticism attempted to make this situation tolerable to an ambivalent middle class.' (pp.139-140)	Auden is critical of Romanticism as it led to the Industrial Revolution movement that created a class that tolerated the poor working and living conditions due to the increase in wealth generated by 'breakthroughs in technology and science' but 'otherwise left things unchanged'. Romanticism did this through the 'artistic genius'. Auden therefore viewed Romanticism as the main cause of the 'politics of despair'. He also believed that literature's limitations lay in its ability to 'expose and critique' society's paradigm, but not change history. In addition he was able to see merit in a work's ideas as opposed to artistic representation.
New Criticism: 'Auden certainly agreed that poetry must not be reduced to some message or meaning, nor did he dispute that interpretations must not be confined to a recitation of events from an author's life and times. In his 'Introduction' to The Poet's Tongue (p.v), he noted that reading poetry requires exactly the opposite kind of mental	

			effort from understanding ordinary uses of language.' (p. 141) 'A poem must encompass the varied 'intention' of its author, poetic persona, audiences or even, if intention can be attributed to non-individual agents, its culture, literary traditions and linguistic medium.' (p. 141) ['New criticism's long ascendency, disdain for history, hostility to other theories and patriarchal self-righteousness'] 'For proof-text one can take any Auden poem and develop the tension between its evident statement and the complexities introduced by its poetic uses of language. The Audenesque (or post-New Critical) objective, however, is not to resolve that tension into a moralised paradox, but to illustrate how complexities brings into focus a particular paradigm's construction of a world.' (p.142)			

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) • how texts in different literary forms, mediums or traditions are the same or different (ACELR055) • the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience (ACELR057) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions	**Intellectual quality** Problematic knowledge Higher-order thinking **Significance** Background knowledge Cultural knowledge Knowledge integration	**Additional text: Orwell** **Guidance** 1. Explain, discuss or read notes from the worksheet about an additional text: 'Notes on Nationalism' by George Orwell. 2. Ask students to complete the exercise below: **Exercise** i. Read the following essay written by George Orwell, published in 1945 titled 'Notes on Nationalism'. Orwell (Eric Arthur Blair, 1903–1950) was an English novelist, essayist, journalist and critic. His work is known for his awareness of social injustice and democratic socialism. Answer the questions below. a. Summarise your understanding of nationalism according to Orwell. b. How are Orwell's ideas about nationalism similar and or different to your own ideas about nationalism? c. Choose three quotes from the Orwell essay that meaningfully explore key ideas and complete the following: ○ explain what message is conveyed ○ explain how Orwell's ideas are explored in Auden's poetry. Draw examples from 'Spain', 'In Memory of W.B Yeats' or 'September 1, 1939' we studied earlier. The first one has been done for you.		Additional text: Orwell worksheet http://orwell.ru/library/essays/nationalism/english/e_nat

are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) Create analytical texts: • critically evaluating their own and others' justifications, evidence and points of view (ACELR064)		• **Quote 1:** 'The abiding purpose of every nationalist is to secure more power and more prestige, not for himself but for the nation or other unit in which he has chosen to sink his own individuality.' **Message conveyed about key ideas:** Orwell sees nationalism as representing how people manipulate situations and events to increase power and prestige for the nation or other unit under the pretence that this is better for the nation as a whole. He is critical of nationalism due the humanitarian implications of the desire for power and prestige. **How Orwell's ideas about key ideas are explored in Auden's poetry:** In stanza 8 of 'September 1, 1939' Auden's direct statement, 'There is no such thing as the State' shows Auden's rejection of Marxist socialist ideas . The 'clever hopes' refer to the British intelligentsia, who espoused after World War I schemes that had not diminished the growth of a capitalist economy nor improved the lot of the working class but, worse yet, merely aggravated the social conditions under which totalitarianism flourished. Auden, however, blames more than one decade. From the time of the Reformation ('Luther until now'), the humanity of man has been diminished. **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** Write a 300-word paragraph about how Orwell's ideas explored in Auden's poetry?		

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking Metalanguage **Quality learning environment** Explicit quality criteria **Significance** Cultural knowledge Knowledge integration	**Deconstructing 'Spain'** **Guidance** 1. Explain, discuss or read notes from the worksheet about deconstructing 'Spain'. 2. Ask students to complete the exercise below: **Exercise** i. Fill in the deconstruction table about 'Spain' by making your own notes about the following: • literary and cultural context • textual features such as– ○ structural (and relate to the whole text, including layout) ○ figurative (and relate to sentence and word level) ○ grammatical features. **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** i. Write at least a 300–word paragraph analysing how key ideas are represented in 'Spain'.	✓	Deconstructing 'Spain' worksheet

verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) Create analytical texts: • critically evaluating their own and others' justifications, evidence and points of view (ACELR064)				

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking **Quality learning environment** Engagement High expectations **Significance** Cultural knowledge Knowledge integration	**Reading 'O what is that sound which so thrills the ear'** **Guidance** 1. Explain, discuss or read notes from the worksheet about reading 'O what is that sound which so thrills the ear'. 2. Ask students to complete the exercise below: **Exercise** i. Your own responses and analysis are useful before you read the analysis of others. Read the poem aloud. See the link below. ii. Jot down comments in relation to: • your responses–images, thoughts, feelings, moods, sounds or other • language features that strike you as you read • your ideas on key ideas and concepts–where/how these key ideas and concepts are included in the flow of the poem? What ideas are raised? **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** i. What ideas about power, authority and the role of the individual is Auden exploring in the poem? ii. What comments on identity, ideology and individual agency are explored in the poem? iii. What motivations and actions are explored in the poem?		Reading 'O what is that sound which so thrills the ear' worksheet https://genius.com/W-h-auden-o-what-is-that-sound-annotated

contribute to interpretations of texts (ACELR060) • exploring a range of critical interpretations (ACELR061) Create analytical texts: • critically evaluating their own and others' justifications, evidence and points of view (ACELR064)		iv. Reread or skim over 'Auden's politics: power, authority and the individual' from *The Cambridge Companion to WH Auden*. Complete the questions below. a. Summarise in dot points the key ideas in the poem. Some examples have been completed to get you started. • Although Auden turned his back on Marxism his way of thinking argues for the 'complex engagement' of the individual with history. • According to Lucas, Auden changed ideas regularly, suggesting that he 'didn't really believe in anything', although the central inspiration for his poetry was 'ideas', with which he 'played' with regularly. • Auden's poetry lampoons 'Authority's different voices'. • Auden was critical of war as he felt, like many others that ' a whole lot of old guys had sent a lot of young guys off to die for nothing'. b. Explain how three ideas from the essay are explored in 'O what is that sound which so thrills the ear'. An example has been done for you. **Idea:** Futility of war **Explanation:** 'O what is that sound which so thrills the ear' reflects the universality of war through the use of war affecting the lives of the couple in the poem, causing them to run away. As argued by Lucas, Auden was critical of war as he felt, like many others, that ' a whole lot of old guys had sent a lot of young guys off to die for nothing'.	✓	

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060)	**Intellectual quality** Metalanguage **Significance** Background knowledge Cultural knowledge Knowledge integration	**Ballad form** **Guidance** 1. Explain, discuss or read notes from the worksheet about the ballad form. 2. Ask students to complete the exercise below: **Exercise** i. What is a ballad? ii. Describe the form or characteristics of a ballad. You may have come up with ideas such as a ballad: • is a form of verse • usually has more than one narrative voice in it • often has a question and answer format • ends badly • is often a narrative set to music • comes from the medieval French chanson balladée or ballade • originally comes from the tradition of 'dancing songs' with a strong rhythm • is usually in a quatrain (four-line verse). Some other information to consider about the ballad is below: • Ballads were popular poetry and songs of the British Isles from the later medieval period until the 19th century.		Ballad form worksheet https://www.youtube.com/watch?v=dHbfY6_NqLM

		• Ballads were used extensively across Europe and later the Americas, Australia and North Africa. • The form was often used by poets and composers from the 18th century onwards to produce lyrical ballads. • In the later 19th century the term took on the meaning of a slow form of popular love song and is now often used for any love song, particularly the pop or rock power ballad. iii. Watch the YouTube clip of a ballad. See link in resource section. iv. How does the YouTube clip of a British medieval ballad enhance your understanding of the ballad form Auden uses in 'O what is that sound which so thrills the ear'?		

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate and reflect on the ways in which literary texts can be interpreted including: • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060)	**Intellectual quality** Deep knowledge	**Language in 'O what is that sound which so thrills the ear'** **Guidance** 1. Explain, discuss or read notes from the worksheet about language in 'O what is that sound which so thrills the ear'. 2. Discuss language techniques. 3. Ask students to complete the exercise below: **Exercise** Add your ideas about language and examples of language techniques.		Language in 'O what is that sound which so thrills the ear' worksheet

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) • how interpretations of texts vary over time (ACELR056) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) Create imaginative texts: • adapting medium, form, style, point of view and	**Intellectual quality** Deep knowledge Deep understanding **Quality learning environment** Engagement High expectations **Significance** Knowledge integration	**Interpretations of 'O what is that sound which so thrills the ear'** **Guidance** i. Explain, discuss or read notes from the worksheet about interpretations of 'O what is that sound which so thrills the ear'. ii. Watch a YouTube clip of an interpretation of the poem. Discuss. iii. Ask students to complete the exercise below: **Exercise** i. How would you represent Auden's 'O what is that sound which so thrills the ear' in a YouTube clip? Jot down some planning ideas. ii. How do the YouTube clips of the poem enhance your understanding of how key ideas are represented by Auden in 'O what is that sound which so thrills the ear'? iii. Create your own visual interpretation of the poem. Think of the intended audience. iv. How is your interpretation shaped by your own context and intended audience?	✓	Interpretations of worksheet https://www.youtube.com/watch?v=dpMt-alwsZU

language (ACELR066) • experimenting with elements of style and voice to achieve specific effects (ACELR067) • manipulating literary conventions for different audiences and contexts (ACELR068) • reflecting on the ways in which expectations and values of audiences shape the created text (ACELR069)				

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking Metalanguage **Quality learning environment** Explicit quality criteria **Significance** Cultural knowledge Knowledge integration	**Deconstructing 'O what is that sound which so thrills the ear'** **Guidance** 1. Explain, discuss or read notes from the worksheet about deconstructing 'O what is that sound which so thrills the ear'. 2. Ask students to complete the exercise below: **Exercise** Fill in the deconstruction table for 'O what is that sound which so thrills the ear' by making your own notes about the following: • literary and cultural context • textual features such as: ○ structural (and relate to the whole text, including layout) ○ figurative (and relate to sentence and word level) ○ grammatical features. **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** i. Write at least a 300–word paragraph analysing how key ideas are represented in 'O what is that sound which so thrills the ear'.	✓	Deconstructing 'O what is that sound which so thrills the ear' worksheet

 ISBN: 978-1-925624-71-7

verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) Create analytical texts: • critically evaluating their own and others' justifications, evidence and points of view (ACELR064)				

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking **Quality learning environment** Engagement High expectations **Significance** Cultural knowledge Knowledge integration	## Section 5: Critically analysing 'Epitaph on a Tyrant', 'The Unknown Citizen' & 'The Shield of Achilles' ### Reading 'Epitaph on a Tyrant' **Guidance** 1. Explain, discuss or read notes from the worksheet about reading 'Epitaph on a Tyrant'. 2. Ask students to complete the exercise below: **Exercise** i. Your own responses and analysis are useful before you read the analysis of others. Read the poem aloud. See the link in resource section. ii. In the space below jot down comments in relation to: • your responses—images, thoughts, feelings, moods, sounds or other • language features that strike you as you read • your ideas on key ideas and concepts—where/how these key ideas and concepts are included in the flow of the poem? What ideas are raised? **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:	✓	Reading 'Epitaph on a Tyrant' worksheet https://www.poets.org/poetsorg/poem/epitaph-tyrant

contribute to interpretations of texts (ACELR060) • exploring a range of critical interpretations (ACELR061)		**Extension** i. What ideas about power, authority and the role of the individual are explored in this poem? ii. What comments on identity, ideology and individual agency are explored in the poem? iii. What motivations and actions are explored in the poem?		

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate and reflect on the ways in which literary texts can be interpreted including: • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060)	**Intellectual quality** Deep knowledge	**Language in 'Epitaph on a Tyrant'** **Guidance** 1. Explain, discuss or read notes from the worksheet about language in 'Epitaph on a Tyrant'. 2. Ask students to complete the exercise below: **Exercise** Add examples of language techniques.		Language in 'Epitaph on a Tyrant' worksheet

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking Metalanguage **Quality learning environment** Explicit quality criteria **Significance** Cultural knowledge Knowledge integration	**Deconstructing 'Epitaph on a Tyrant'** **Guidance** 1. Explain, discuss or read notes from the worksheet about deconstructing 'Epitaph on a Tyrant'. 2. Ask students to complete the exercise below: **Exercise** Fill in the deconstruction table for 'Epitaph on a Tyrant' by making your own notes about the following: • literary and cultural context • textual features such as: ○ structural (and relate to the whole text, including layout) ○ figurative (and relate to sentence and word level) ○ grammatical features. **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** i. Write at least a 300–word paragraph analysing how key ideas are represented in 'Epitaph on a tyrant'.	✓	Deconstructing 'Epitaph on a Tyrant' worksheet

verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) Create analytical texts: • critically evaluating their own and others' justifications, evidence and points of view (ACELR064)				

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking **Quality learning environment** Engagement High expectations **Significance** Cultural knowledge Knowledge integration	**Reading 'The Unknown Citizen'** **Guidance** 1. Explain, discuss or read notes from the worksheet about reading 'The Unknown Citizen'. 2. Ask students to complete the exercise below: **Exercise** i. Your own responses and analysis are useful before you read the analysis of others. Read the poem aloud. See the link in the resource section. ii. Jot down comments in relation to: • your responses—images, thoughts, feelings, moods, sounds or other • language features that strike you as you read • your ideas on key ideas and concepts—where/how these key ideas and concepts are included in the flow of the poem? What ideas are raised? **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** **Exercise 1** i. What ideas about power, authority and the role of the individual are explored in this poem?	✓	Reading 'The Unknown Citizen' worksheet https://www.poets.org/poetsorg/poem/unknown-citizen

contribute to interpretations of texts (ACELR060) • exploring a range of critical interpretations (ACELR061)		ii. What comments on identity, ideology and individual agency are explored in the poem? iii. What motivations and actions are explored in the poem? **Exercise 2: Critical essay** Search online for a critical essay on Auden's 'The Unknown Citizen'. As you read the essay, write down key words and phrases. At the end, decide to what extent you agree with the essay. i. Write down five to ten brief dot points summarising the critic's view of the poem. ii. From the essay you chose, make notes on the main meanings, language devices and contextual information in relation to the poem. Which points are most relevant to your reading of the poem? iii. What ideas about power, authority and the role of the individual are explored in the poem? iv. What comments on identity, ideology and individual agency are explored in the poem? v. What motivations and actions are explored in the poem?		

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) • how interpretations of texts vary over time (ACELR056) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) Create analytical texts: • developing a creative, informed and sustained interpretation supported by close textual analysis (ACELR062)	**Intellectual quality** Deep knowledge Deep understanding Problematic knowledge Higher-order thinking Metalanguage Substantive communication **Quality learning environment** Engagement High expectations Social support Students' self-regulation **Significance** Cultural knowledge Knowledge integration	**Interpretations of 'The Unknown Citizen'** **Guidance** 1. Explain, discuss or read notes from the worksheet about Interpretations of 'The Unknown Citizen'. 2. Watch two YouTube clips interpreting Auden's 'The Unknown Citizen'. Discuss. 3. Ask students to complete the exercise below: **Exercise** i. How would you represent Auden's 'The Unknown Citizen' in a YouTube clip? Jot down some planning ideas. ii. How do the YouTube clips of the poem enhance your understanding of how key ideas are represented by Auden in 'The Unknown Citizen'? iii. Create your own visual interpretation of the poem. Think of the intended audience. iv. How is your interpretation shaped by your own context and intended audience?	✓	Interpretations of 'The Unknown Citizen' worksheet https://www.youtube.com/watch?v=NWicGxiOT2g; https://www.youtube.com/watch?v=CVvRxa-hBcs

Create imaginative texts: • adapting medium, form, style, point of view and language (ACELR066) • experimenting with elements of style and voice to achieve specific effects (ACELR067) • manipulating literary conventions for different audiences and contexts (ACELR068) • reflecting on the ways in which expectations and values of audiences shape the created text (ACELR069)				

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) Create analytical texts: • critically evaluating their own and others'	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking Metalanguage **Quality learning environment** Explicit quality criteria **Significance** Cultural knowledge Knowledge integration	**Deconstructing 'The Unknown Citizen'** **Guidance** 1. Explain, discuss or read notes from the worksheet about 'The Unknown Citizen'. 2. Ask students to complete the exercise below: **Exercise** Fill in the deconstruction table for 'The Unknown Citizen' by making your own notes about the following: • literary and cultural context • textual features such as: ○ structural (and relate to the whole text, including layout) ○ figurative (and relate to sentence and word level) ○ grammatical features. **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** i. Write at least a 300–word paragraph analysing how key ideas are represented in 'The Unknown Citizen'.	✓	Deconstructing 'The Unknown Citizen' worksheet

justifications, evidence and points of view (ACELR064)				

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking **Quality learning environment** Engagement High expectations **Significance** Cultural knowledge Knowledge integration	**Reading 'The Shield of Achilles'** **Guidance** 1. Explain, discuss or read notes from the worksheet about reading 'The Shield of Achilles'. 2. Ask students to complete the exercise below: **Exercise** i. Your own responses and analysis are useful before you read the analysis of others. Read the poem aloud. See the link in resources section. ii. Jot down comments in relation to: • your responses—images, thoughts, feelings, moods, sounds or other • language features that strike you as you read • your ideas on key ideas and concepts—where/how these key ideas and concepts are included in the flow of the poem? What ideas are raised? **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** **Exercise 1** i. What ideas about power, authority and the role of the individual are explored in this poem?		Reading 'The Shield of Achilles' worksheet https://www.poets.org/poetsorg/poem/shield-achilles

contribute to interpretations of texts (ACELR060) • exploring a range of critical interpretations (ACELR061)		ii. What comments on identity, ideology and individual agency are explored in the poem? iii. What motivations and actions are explored in the poem? **Exercise 2: Critical essay** Search online for a critical essay on Auden's 'The Shield of Achilles'. As you read the essay, write down key words and phrases. At the end, decide to what extent you agree with the essay. i. Write down five to ten brief dot points summarising the critic's view of the poem. ii. From the essay you chose, make notes on the main meanings, language devices and contextual information in relation to the poem. Which points are most relevant to your reading of the poem? iii. What ideas about power, authority and the role of the individual are explored in the poem? iv. What comments on identity, ideology and individual agency are explored in the poem? v. What motivations and actions are explored in the poem? vi. Read the following from *The Cambridge Companion to WH Auden*: • 'The European Auden' • 'Auden's landscapes'. vii. Comment on two to three direct relevant quotations for each essay. Select your own or use the quotes provided. Explain how these quotes relate to Auden's poetry. Two examples have been completed for you. Use the table as a guide to create your own.	✓	

Essays	Relevant quotes	How it relates to Auden's poetry
'The European Auden'	'From April 1948, his poems had focused on the existential crisis of the inner life.' 'The poems he wrote after he arrived in Italy for the first time celebrate human flesh, not for its beauty, in which Auden now takes almost no interest, but for its ordinariness. And because they celebrate over human flesh they also mourn over human blood.' (p.55)	Although 'The Shield of Achilles' deals with the injustices caused by war, it also relates to the themes of the poet's concerns about himself as an artist and his relationship to his art.
	"The Shield of Achilles', … has become an anthology piece thanks to its apparently straightforward sentiments against war, cruelty, impersonality and regimentation, but the poem is subtler than its overt sentiments. Its hidden subject is the way in which impersonal speech makes possible inhumane actions. The stanza in which Thetis watches Hephaestos create Achilles' shield report on actions for which neither is personally responsible: until the final stanza (where Hephaestos hobbles away from his creation and Thesis cries out in dismay at it), 'she' looks at what 'his hands' do, but neither is an 'I' or 'you' and neither chooses anything. The shield made by his hands portrays equally impersonal scenes of a barren landscape with an army of 'A million eyes, a million boots', but no individual persons except 'ragged urchin, aimless and alone', who lives in solitude where individuality is meaningless because it can imagine no relations to other individuals.' (pp.59-60)	The poem could be read as representing the reader as the unflattering 'Thetis' who passively observes and the poet as the indifferent craftsman Haphaestos. Both allow the cruelty of war to occur as they do not speak in the

 ISBN: 978-1-925624-71-7

					first person, thereby being detached from the action.		
			'Auden's landscapes'	'The natural world for Auden is a place of unfreedom. In spite of nature's incessant transformations, everything in it is inevitable and predetermined.' (p.202)			
				'What has been described as Auden's ecological consciousness makes him aware that nature cannot be reduced to geometry and that man is not only a rational creature but also an irrational, intuitive being who needs the magic of high places such as mountains.' (p.209)			

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate the dynamic relationship between authors, texts, audiences and contexts including: • how literature reflects cultural change and difference (ACELR053) • the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054) Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay contribute	**Intellectual quality** Deep knowledge Deep understanding Higher-order thinking Metalanguage **Quality learning environment** Explicit quality criteria **Significance** Cultural knowledge Knowledge integration	**Deconstructing 'The Shield of Achilles'** **Guidance** 1. Explain, discuss or read notes from the worksheet about deconstructing 'The Shield of Achilles'. 2. Ask students to complete the exercise below: **Exercise** Fill in the deconstruction table for 'The Shield of Achilles' by making your own notes about the following: • literary and cultural context • textual features such as: ○ structural (and relate to the whole text, including layout) ○ figurative (and relate to sentence and word level) ○ grammatical features. **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** i. Write at least a 300–word paragraph analysing how key ideas are represented in 'The Shield of Achilles'.	✓	Deconstructing 'The Shield of Achilles' worksheet

to interpretations of texts (ACELR060) Create analytical texts: • critically evaluating their own and others' justifications, evidence and points of view (ACELR064)				

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate and reflect on the ways in which literary texts can be interpreted including: • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) Create analytical texts: • developing a creative, informed and sustained inter pretation supported by close textual analysis (ACELR062) • using appropriate linguistic, stylistic and critical terminology to evaluate and justi fy interpretations of texts (ACELR063)	**Intellectual quality** Metalanguage **Quality learning environment** Explicit quality criteria	Section 6: Writing a Critical Study of Literature essay **Sample essay** **Guidance** 1. Explain, discuss or read notes from the worksheet about writing a sample essay. 2. Discuss numerous essay questions. Example are given below. a. Analyse how WH Auden's poetry explores insights into the complexity of human experience. In your response, make detailed reference to your prescribed text. b. Explore how WH Auden's poetry represents ideas about society and its values in unique and evocative ways. In your response, make detailed reference to your prescribed text. c. Explore how WH Auden's poetry generates insight into the complexity of events, situations and people. In your response, make detailed reference to your prescribed text. 3. Revise structure of an analytical essay. **Breaking down the question** 1. Explain how to break down a sample essay question. Discuss the one below.		Sample essay worksheet

		Key words underlined Focus: how WH Auden's poetry explores the complexity of human experience. These are key concepts and ideas in Auden's poetry.	Analyse how WH Auden's poetry explores insight into the complexity of human experience. In your response, make detailed reference to your prescribed text.	Focus on ideas and language techniques used to represent various complex human experiences in Auden's poetry. Detailed reference (the 'how') refers to textual details, ideas and concepts.		

2. Ask students to complete the exercise below:

Exercise

i. As you read the question, underline key words.

Explore how WH Auden's poetry represents ideas about society and its values in unique and evocative ways.

In your response, make detailed reference to your prescribed text.

ii. What are the key ideas and concepts you will focus on?

iii. Identify at least three poems you think relate well to this question.

iv. To which textual features will you refer to in order to represents ideas about society and its values in unique and evocative ways?

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) Create analytical texts: • developing a creative, informed and sustained interpretation supported by close textual analysis (ACELR062) • using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts (ACELR063) • experimenting with different modes, mediums and forms (ACELR065)	**Intellectual quality** Metalanguage Substantive communication **Quality learning environment** Explicit quality criteria Students' self-regulation Student direction **Significance** Knowledge integration	**Writing a thesis** **Guidance** 1. Explain, discuss or read notes from the worksheet about writing a thesis. 2. Deconstruct an example of a thesis. See the one below. It is through the various representations of society that we are able to understand the nature of the human condition and therefore the complex implications of the way people engage with each other. 3. Ask students to complete the exercise below: **Exercise** i. Brainstorm overarching ideas that could form the basis of your thesis statement for the question you began to break down in a previous task. ii. Write down a key statement you could use that illustrates the essence of your argument. This will be your thesis.	✓	Writing a thesis Worksheet

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) Create analytical texts: • developing a creative, informed and sustained interpr etation supported by close textual analysis (ACELR062) • using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts (ACELR063) • critically evaluating their own and others' justifications, evidence and points of view (ACELR064) • experimenting with different modes, mediums and forms (ACELR065)	**Intellectual quality** Metalanguage Substantive communication **Quality learning environment** Explicit quality criteria Students' self-regulation Student direction **Significance** Knowledge integration	**Writing an introduction** **Guidance** 1. Explain, discuss or read notes from the worksheet about writing an introduction. 2. Deconstruct an example of an introduction. See the one below. Thesis statement establishes the direction of the essay–representations of society give insight into the human condition Titles and author clearly identified–for Auden's poetry Sentences showing how the argument will be developed throughout the essay It is through the various representations of society that we are able to understand the nature of the human condition and therefore the complex implications of the way people engage with each other. As a modern poet, WH Auden's poetry challenges the power of authority and in doing so offers hope for humanity. Through poems such as 'September 1, 1939', 'Spain' and 'Epitaph of a Tyrant' Auden relentlessly poses questions regarding ethical issues surrounding political decisions critically affecting the livelihood and well-being of people during the first half of the twentieth century. 3. Ask students to complete the exercise below: **Exercise** i. Are there any ways you could improve the introduction above? What would you change? Write some suggestion below.	✓	Writing an introduction worksheet

		ii. Using your notes from above, write an introduction for the essay question above.		

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) • exploring a range of critical interpretations (ACELR061) Create analytical texts: • developing a creative, informed and sustained interpretation supported by close textual analysis (ACELR062) • using appropriate linguistic, stylistic and critical terminology to evaluate and justify in	**Intellectual quality** Metalanguage Substantive communication **Quality learning environment** Explicit quality criteria Students' self-regulation Student direction **Significance** Knowledge integration	**Writing body paragraphs** **Guidance** 1. Explain, discuss or read notes from the worksheet about writing body paragraphs. **Writing topic sentences** 1. Explain, discuss or read notes from the worksheet about writing topic sentences. 2. Deconstruct an example of a topic sentence. See the ones below. WH Auden's poetry demonstrates his relentless desire to resist and challenge the power of authority. Despite the implication of the outbreak of World War Two, Auden offers in 'September 1, 1939' hope for humanity through consistently questioning ethical issues. 3. Ask students to complete the exercise below: **Exercise** i. Brainstorm at least six main arguments that you could explore in response to the essay question from a previous task. Think about the poems you decided to use for the essay. ii. Write down six topic sentences you could use to develop your thesis for the essay question from a previous task. iii. Evaluate your thesis and topic sentences. Can you improve them to better reflect your understanding of the question? How? Make the changes and rewrite the topic sentences.	✓	Writing body paragraphs Worksheet Writing topic sentences worksheet

terpretations of texts (ACELR063)

- critically evaluating their own and others' justifications, evidence and points of view (ACELR064)
- experimenting with different modes, mediums and forms (ACELR065)

Diversity of Learners

To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:

Extension

Sample body paragraph

i. Deconstruct an example of a body paragraph. See the body paragraph below.

Topic sentence relates to the question– Auden's human experience is to resist authority Reference to structure/form– poetic form challenged Reference to cultural and literary context– intertextual links to Yeats and Nash Quotes in single quotation marks Reference to academics and quotes from Auden Continued development of	WH Auden's poetry demonstrates his relentless desire to resist and challenge the power of authority. As a modern poet, he does this through challenging conventions of the poetic form. In 'September 1, 1939' Auden combines the verse structure of Yeats' 'Easter 1916' about the Irish rebellion and Ogden Nash's 'Spring Comes to Murray Hill' to create an intertextually hybrid poetic form. Intrigued by the 'freshness and wit' of Nash's poem, Auden transforms the opening lines of Nash's poem in 'September 1, 1939' from 'As I sit in my office / On 23rd Street and Madison Avenue' to 'I sit in one of the dives / On Fifty-Second Street'. The poem was written in the year Auden moved to New York, the significance of which is reflected in the style of the poem, which is neither 'English' nor 'American', reflecting an 'inbetween of voices' according to Jenkins from *The Cambridge Companion to Auden*. In doing so Auden refuses to identify himself with a single poetic culture or nation, thereby stylistically displacing himself from 'Old World' precision and 'New World' internalisation of ideas and the freedom that purports. The disassociation of poetry from nationality is key to Auden's ideas about the freedom of the individual as he noted that in America 'nationalities don't mean anything', only human beings matter and that is how the 'future must be'. However, the poem, written on the day World War Two began, represents an antithesis to the political culture of the time. Cultural references to, for example, Martin Luther, who began the protestant Reformation in Germany,

ideas about the complexity of human experience References to figurative devices, with analysis Connecting words like 'however' signal development of ideas Concluding sentence sums up ideas	illustrate how European cultural history is a type of madness that erupts in war throughout the ages. The irregularity of form shown through the unstable pararhymes and irregular verse rhythm emphasise Auden's meditation on the social and psychological causes of war as metaphorically 'clever hopes expire' being replaced by the 'unmentionable odour of death'. Auden's reflections on the outbreak of war and the power of authorities who pursue war for their own agenda reinforce the notion that 'no one exists alone' and that political decisions impact significantly on the lives of people.	

ii. Are there any ways you could improve the body paragraph? What would you change?

iii. Re-write the body paragraph in your own words.

iv. Choose one of the topic sentences you wrote above.

v. Write down five to six key ideas you could discuss in the body paragraph to develop your main idea for the topic sentence.

vi. Using your notes from above, write one body paragraph for the essay question above.

vii. Annotate your body paragraph by identifying the following:

- topic sentence
- reference to literary and cultural context
- quotes in single quotation marks

		• reference to structure/form • reference to academics/Auden • reference to figurative devices/language features • key quotes • concluding sentence.		

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) Create analytical texts: • developing a creative, informed and sustained interpr etation supported by close textual analysis (ACELR062) • using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts (ACELR063)	**Intellectual quality** Metalanguage Substantive communication **Quality learning environment** Explicit quality criteria Students' self-regulation Student direction **Significance** Knowledge integration	**Writing a conclusion** **Guidance** 1. Explain, discuss or read notes from the worksheet about writing a conclusion. 2. Deconstruct an example of a conclusion. See an example below. Statements about what Auden's poetry rejects gives insights into his purpose Sentences strengthening the argument Known for his poetic style based on reason rather than Romantic concepts of the sensuous nature of poetry, Auden's poetry rejects common ideologies of the 1930s, most notably Marxist socialism. His reflections on the implications of political decisions on the people illustrate the cultural complexity of the time. Like his contemporaries, Auden puts forward alternative viewpoints that challenge democratic socialism and the social injustice it can cause. 3. Ask students to complete the exercise below: **Exercise** i. Are there any ways you could improve the conclusion above? What would you change? Write some suggestion below. ii. Using your notes from above, write a conclusion for the essay question above.	✓	Writing a conclusion worksheet

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Create analytical texts: • developing a creative, informed and sustained interpretation supported by close textual analysis (ACELR062) • using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts (ACELR063) • critically evaluating their own and others' justifications, evidence and points of view (ACELR064) • experimenting with different modes, mediums and forms (ACELR065)	**Intellectual quality** Deep knowledge Deep understanding Problematic knowledge Higher-order thinking Metalanguage Substantive communication **Quality learning environment** Explicit quality criteria High expectations Social support Students' self-regulation Student direction **Significance** Cultural knowledge Knowledge integration	**Planning a Critical Study of Literature essay** **Guidance** 1. Explain, discuss or read notes from the worksheet about planning a Critical Study of Literature essay. In order to do this, students will need to: • identify at least six key ideas or concepts to be explored • analyse how key ideas are represented in the poetry • refer to critical essays about Auden's poetry • use your research from this unit, the essays and your own conclusions • organise your paragraphs to clearly demonstrate your analysis. 2. Ask students to complete the exercise below: **Exercise** i. Choose one of the essay questions above. Try selecting a different question to the ones analysed already. ii. Reread over your notes. iii. Now you can decide what you are actually going to write about. Plan your ideas by writing notes about the following: • five or six main concepts about key ideas • the details for discussion about key ideas • key quotes.	✓	Planning a Critical Study of Literature essay worksheet

		iv. Write the introduction and conclusion for your chosen essay question. **Diversity of Learners** To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below: **Extension** i. Reflect on your plan. You might like to work with a partner. Before you write your body paragraphs in full consider any changes you might like to make to strengthen your thesis. ii. Write your essay in full, including body paragraphs.		

Content descriptions	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
Evaluate and reflect on the ways in which literary texts can be interpreted including: • how ideas, values and assumptions are conveyed (ACELR058) • how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059) • how medium, form, language and wordplay contribute to interpretations of texts (ACELR060) • exploring a range of critical interpretations (ACELR061)	**Intellectual quality** Deep knowledge Deep understanding **Quality learning environment** Students' self-regulation **Significance** Knowledge integration	Final revision **Guidance** 1. Explain, discuss or read notes from the worksheet about final revision for a Critical Study of Literature. 2. Ask students to complete the exercise below: **Exercise** i. Go back over the essays by critics. Read them again and make more notes. ii. Create and fill in the following evaluation table. **What is a critical study of literature?** / **What have you learnt about the selected poems by WH Auden from your critical study of them?** **What was most interesting about this unit?** / **What was most challenging about this unit?** iii. Write a 'to do list'. Which aspects of the novel will you now revise and research further?	✓	Final revision worksheet