

Reading to Write: Analysing and Creating Modernist Texts Unit of Work

(NSW English Standard & Advanced
Stage 6 Syllabus for the Australian curriculum)

Unit overview and lessons based on
analysing how modernist ideas, values
and styles are represented through
Australian and global literature and
artworks and developing skills in
writing a creative piece that stylistically
represents modernists ideas and values

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Quiller

First published 2017 by

QWILLER

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Cataloguing data

Author: Shelley McNamara

Title: Reading to Write: Analysing and Creating Modernist Texts Unit of Work: for the NSW English Syllabus for the Australian curriculum

ISBN: 978-1-925624-11-3

Publisher: Shelley McNamara Editor: Shelley McNamara Proofreader: Shelley McNamara

Cover image: Paul Gauguin, 'Spirit of the Dead Watching' 1892, Albright-Knox Art Gallery

[https://upload.wikimedia.org/wikipedia/commons/0/09/Paul_Gauguin-_Manao_tupapau_\(The_Spirit_of_the_Dead_Keep_Watch\).JPG](https://upload.wikimedia.org/wikipedia/commons/0/09/Paul_Gauguin-_Manao_tupapau_(The_Spirit_of_the_Dead_Keep_Watch).JPG) Cover design: Toby Andrews www.lilypad.com.au

Typeset in Avenir Next 10pt and Cambria 12pt

Acknowledgements

Thank you to John Ryan at Southern Cross Distance Education Centre for his guidance and advice whilst creating this education resource.

Unit of work:	Reading to Write: Analysing and Creating Modernist Texts	Year:	11 (Stage 6)
Duration:	7 weeks	Assessment:	Modernist Literary Writing
Concepts:	Modernism, creative writing	Module:	A: Reading to Write (common)
English Textual Concepts:	Character, Code and Convention, Context, Intertextuality, Narrative, Point of View	Course:	HSC English Standard Preliminary HSC English Advanced Preliminary (NESA), <i>NSW Syllabus for the Australian curriculum: Standard and Advanced Stage 6</i>
Learning experiences:		General capabilities:	
<p>Reading</p> <p>Writing</p> <p>Viewing</p> <p>Listening</p> <p>Creating</p> <p>Representing</p>		<ul style="list-style-type: none"> • Critical and creative thinking • Intercultural understanding • Literacy 	
Link to other learning areas:		Other learning across the curriculum areas	
<ul style="list-style-type: none"> • History • Art 		<ul style="list-style-type: none"> • Difference and diversity 	
Cross-curriculum priorities:			
<ul style="list-style-type: none"> • Asia and Australia's engagement with Asia 			

Essential Learning Goal	Overarching Questions
To investigate modernism in Australia and around the world through wide reading of literary texts and artworks and to create modernist literary writing.	<ul style="list-style-type: none">• What is modernism?• What is the cultural significance of modernism?• What techniques are used in modernist writing?

NSW English Standard Stage 6 Syllabus: Preliminary English (Year 11) – Objectives, Outcomes & Content Descriptions

HSC Preliminary English (Standard) Objectives	HSC Preliminary English (Standard) Outcomes	Content Statements	HSC Preliminary English (Standard) Content Descriptions
<p>Objective A</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.</p>	<p>Outcome 1</p> <p>A student:</p> <ul style="list-style-type: none"> › responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure EN11-1 <p>Related Life Skills outcomes: ENLS6-1, ENLS6-2, ENLS6-3</p>	Engage personally with texts	<ul style="list-style-type: none"> • investigate, appreciate and enjoy a wide range of texts and different ways of responding 🗣️🌐🗑️ • compose personal responses to texts and consider the responses of others 🗣️👥
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> • identify and describe the contexts of composing and responding, for example personal, social, historical, cultural and workplace contexts, and consider how these contexts impact on meaning 🗣️🌐🗑️🌟 • recognise the effects of their own contexts on their composing and responding • analyse how texts are created in and for a variety of contexts, audiences and purposes (ACEEN001)
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> • analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences (ACEEN024) 🗣️ • explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes
		Respond to and compose texts	<ul style="list-style-type: none"> • develop creative and informed interpretations of texts supported by close textual analysis (ACELR062) 🗣️🗑️🗣️🗣️ • compose texts that integrate different modes and media for a variety of audiences and purposes 🗣️🗑️
HSC Preliminary English (Standard) Objectives	HSC Preliminary English (Standard) Outcomes	Content Statements	HSC Preliminary English (Standard) Content Descriptions
<p>Objective B</p> <p>Through responding to and composing a wide range of texts and through the close study of texts,</p>	<p>Outcome 3</p> <p>A student:</p> <ul style="list-style-type: none"> › analyses and uses language forms, features and 	Engage personally with texts	<ul style="list-style-type: none"> • engage with increasingly complex texts to understand and appreciate the power of language in shaping meaning 🗣️
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> • analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback and salience (ACEEN002) 🗣️

students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.	structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning EN11-3		<ul style="list-style-type: none"> use appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (ACEEN011) ⚙️ 	
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> explore the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005) 	
		Respond to and compose texts	<ul style="list-style-type: none"> understand and explain how language forms, features and structures are effectively integrated in a range of quality literature and other texts use stylistic features to craft and communicate points of view (ACELR013) 📖 use language forms, features and structures to shape meaning, influence responses and achieve particular effects ✨ 	
	Related Life Skills outcomes: ENLS6-7 Outcome 4 A student: <ul style="list-style-type: none"> applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts EN11-4 	Engage personally with texts	<ul style="list-style-type: none"> transfer knowledge of language and literary devices to engage with unfamiliar textual forms or texts in unfamiliar contexts ⚙️ 📖 	
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> appreciate and explain how composers (authors, poets, playwrights, directors, designers and so on) may transform and adapt texts for different purposes, contexts and audiences, for example appropriations in popular culture 🌐 transform and adapt texts for different purposes, contexts and audiences (ACEEN050) 	
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> investigate text structures and language features related to specific genres for different purposes and audiences (ACEEN052) ⚙️ 	
		Respond to and compose texts	<ul style="list-style-type: none"> transform and adapt texts by changing context, perspective or point of view ⚙️ transform personal experience into imaginative texts for particular contexts and audiences ⚙️ 📖 	
	Related Life Skills outcomes: ENLS6-8			

HSC Preliminary English (Standard) Objectives	HSC Preliminary English (Standard) Outcomes	Content Statements	HSC Preliminary English (Standard) Content Descriptions
<p>Objective C</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical.</p>	<p>Outcome 5</p> <p>A student:</p> <ul style="list-style-type: none"> › thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments <p>EN11-5</p> <p>Related Life Skills outcomes: ENLS6-7, ENLS6-8</p>	Engage personally with texts	<ul style="list-style-type: none"> ● investigate and reflect on the difference between initial personal response and more studied and complex response (ACELR003) ⚙️ 📖
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> ● understand how the contexts of composers (authors, poets, playwrights, directors, designers and so on) and responders influence their perspectives and ideas
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> ● understand and appreciate how different language forms, features and structures can be used to represent different ways of thinking † ● analyse how vocabulary, idiom and rhetoric are used for different purposes and contexts (ACEEN006)
		Respond to and compose texts	<ul style="list-style-type: none"> ● select, interpret and draw conclusions about information and ideas in texts ⚙️ 📖 ● make connections between information and ideas and synthesise these in a range of critical and creative texts ⚙️ ● compose critical and creative texts that explore increasingly complex ideas

NSW Education Standards Authority (NESA), *NSW Syllabus for the Australian curriculum: Standard Stage 6*, April 2017, pp.28-48

NSW English Advanced Stage 6 Syllabus: Preliminary (Year 11) – Objectives, Outcomes & Content Descriptions

HSC Preliminary English (Advanced) Objectives	HSC Preliminary English (Advanced) Outcomes	Content Statements	HSC Preliminary English (Advanced) Content Descriptions
<p>Objective A</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.</p>	<p>Outcome 1</p> <p>A student:</p> <ul style="list-style-type: none"> › responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EA11-1 	Engage personally with texts	<ul style="list-style-type: none"> • explain the relationship between responder, composer, text and context 🛠️📖 • appreciate the aesthetic qualities of texts and the power of language to express personal ideas and experiences 🖐️🌐🌟
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> • explain the personal, social, historical and cultural contexts of composing and responding, and evaluate how these contexts impact on meaning 🖐️🌐 • analyse and explain how and why texts influence and position readers and viewers (ACEEN040) 🖐️🛠️📖
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> • analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024) • explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes
		Respond to and compose texts	<ul style="list-style-type: none"> • develop independent interpretations of texts supported by informed observation and close textual analysis (ACELR045) 🛠️ • compose texts that integrate elements of form, personal style, language and content for a variety of audiences and purposes 📖📱
	<p>Outcome 2</p> <ul style="list-style-type: none"> › A student: uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EA11-2 	Engage personally with texts	<ul style="list-style-type: none"> • examine the ways composers (authors, poets, playwrights, directors, designers and so on) apply textual conventions to shape meaning in different modes, media and technologies 📖 • explore the ways different media and technologies influence the relationships between texts and responders (readers, listeners, viewers or audiences and so on), for example flexible reading pathways in digital texts 📖📱
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> • select and use appropriate processes and technologies for particular purposes, audiences and contexts 📖🖐️🌟 • examine the relationships between emerging textual forms and their social, cultural and historical contexts 🖐️🌐
		Respond to and compose texts	<ul style="list-style-type: none"> • experiment with emerging textual forms by combining different media and technologies and describe the impacts of this combination on meaning and response (ACELR018) 🛠️📖

HSC Preliminary English (Advanced) Objectives	HSC Preliminary English (Advanced) Outcomes	Content Statements	HSC Preliminary English (Advanced) Content Descriptions
<p>Objective B</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.</p>	<p>Outcome 4</p> <p>› A student: strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts EA11-4</p>	Engage personally with texts	<ul style="list-style-type: none"> understand that significant language concepts may operate across different textual forms, for example narrative and point of view in speeches, documentaries and poems 🗣️📺
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025) 🗣️🌐📺
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> investigate and experiment with combinations of specific language concepts, aspects of style and form to achieve deliberate effects in sustained compositions (ACELR017) ✨ draw on knowledge and experience of literary devices, for example genre and hybridity, in creating new texts (ACELR050) 📺 use analysis of specific language concepts and literary devices in texts to inform the composition of imaginative texts (ACELR034) ✨
		Respond to and compose texts	<ul style="list-style-type: none"> compare and evaluate specific uses of language in a range of textual forms ✨ integrate real and imagined experiences by selecting and adapting particular aspects of texts to create new texts (ACELR033) 🗣️📺
HSC Preliminary English (Advanced) Objectives	HSC Preliminary English (Advanced) Outcomes	Content Statements	HSC Preliminary English (Advanced) Content Descriptions
<p>Objective C</p> <p>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative,</p>	<p>› Outcome 5</p> <p>A student: thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise</p>	Engage personally with texts	<ul style="list-style-type: none"> investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s), in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways 🗣️🌐📺 investigate, reflect on and explain differences between initial personal responses and more studied and complex responses (ACELR003) 🗣️
		Develop and apply contextual knowledge	<ul style="list-style-type: none"> compare the ways texts may be composed and responded to in different contexts and how this influences meaning 🗣️🌐
		Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> explain how text structures, language features and stylistic choices, for example metaphor, provide a framework for audience expectations, responses and interpretations of texts (ACELR023) ✨

creative, interpretive and critical.	complex information, ideas and arguments EA11-5		<ul style="list-style-type: none"> • examine different points of view represented in texts, for example those of characters, narrators and the implied author, and the ways in which these points of view are created (ACELR006) 🗑️ 🗑️ 🗑️ • select and use particular aspects of language, style and convention, for example narrative point of view, syntax, modality and nominalisation
		Respond to and compose texts	<ul style="list-style-type: none"> • synthesise complex ideas and information in a sustained, structured argument using relevant textual evidence (ACELR011) 🗑️ • investigate complex ideas and information through sustained argument and imaginative compositions 🗑️

NSW Education Standards Authority (NESA), *NSW Syllabus for the Australian curriculum: Advanced Stage 6*, April 2017, pp.30-55

Content Descriptions: Standard Prelim English	Content Descriptions: Advanced Prelim English	Quality Teaching Model	Lesson Outline	Suitable for homework	Resources
<p>Outcome 1 Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> analyse how texts are created in and for a variety of contexts, audiences and purposes (ACEEN001) <p>Outcome 5 Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> understand how the contexts of composers (authors, poets, playwrights, directors, designers and so on) and responders influence their perspectives and ideas 	<p>Outcome 1 Engage personally with texts</p> <ul style="list-style-type: none"> explain the relationship between responder, composer, text and context 🧠 appreciate the aesthetic qualities of texts and the power of language to express personal ideas and experiences 🗣️ <p>Outcome 4 Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for 	<p>Significance Background knowledge Cultural knowledge</p>	<p>Part One: The City – memory, place and politics</p> <p>Modernism and Creativity</p> <p>Guidance</p> <ol style="list-style-type: none"> Explain the connection between modernism and creativity. Discuss: What thoughts, ideas, feelings come to mind when you read these definitions? <ol style="list-style-type: none"> ‘Modernity of yesterday is the tradition of today and the modernity of today will be the tradition of tomorrow.’ Jose Andres Puerla ‘Modernity is a qualitative, not chronological category.’ Theodore Adrono ‘The characteristic feature of modernity is criticism.’ Octovio Paz Discuss the final quote below and ask students to write their own understanding of what it means. <p>‘Modernity is the transitory, the fugitive, the contingent which make up one half of art; the other being the eternal and the immutable. The transitory (though) ... must not be neglected.’ Charles Baudelaire</p> <p>The city: culture + place in layers</p> <ol style="list-style-type: none"> Explain, discuss or read notes from the worksheet about the city being a place of culture and layers Introduce contemporary digital artwork by Syrian artist Tammam Azzam, called ‘Freedom Graffiti’, which is part of a body of work called ‘Syrian Museum’. The deconstruction of the city is a key subject of Azzam’s work. Discuss: What does the city represent? Think about how people interact in a city, the physical aspects of the city, such as buildings, and culture. Brainstorm ideas. 		<p>Modernism and Creativity worksheet</p> <p>Azzam’s ‘Freedom Graffiti’</p>

	<p>example appropriations in popular culture and the use of literary allusion (ACELR025) 🖐️ 🌐</p>		<p>4. Look at Azzam’s ‘Freedom Graffiti’. Discuss: What does it make you think of? What feelings is it meant to evoke? How is this artwork paradoxical (suggesting a message by placing opposites together)?</p> <p>5. Ask students to complete the task below:</p> <p>Task</p> <p>a. Explain the importance of the title of the artwork ‘Freedom Graffiti’. Refer to the textual elements of the image in your response. You might like to undertake some research.</p>		
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