



## Analysing and Creating Protest Poetry and Lyrics Unit of Work

(NSW English Stage 5 Syllabus  
for the Australian curriculum)

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

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*Quiller*

# Analysing and Creating Protest Poetry and Lyrics: Unit of Work

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<b>Unit of work:</b>	<i>Analysing and Creating Protest Poetry and Lyrics</i>	<b>Year: 9</b>	<b>Stage: 5</b>
<b>Duration:</b>	8 weeks	<b>Assessment:</b>	Suite of protest poems and/or song lyrics Personal reflection
<b>Text types:</b>	Poetry, songs and song lyrics photographs	<b>Language:</b>	Voice and irony
<b>Concept:</b>	Perspective/point of view and cultural perspective	<b>Learning experiences:</b>	reading, writing, viewing, listening creating
<b>Links to other learning areas:</b> <ul style="list-style-type: none"> <li>History</li> </ul> <b>General capabilities:</b> <ul style="list-style-type: none"> <li>Literacy</li> <li>Critical and creative thinking</li> <li>Ethical understanding</li> <li>Personal and social capabilities</li> </ul> <b>Cross-curriculum Priorities:</b> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander histories and culture</li> </ul> <b>Other learning across curriculum areas:</b> <ul style="list-style-type: none"> <li>Difference and diversity</li> </ul>			

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

# Analysing and Creating Protest Poetry and Lyrics Unit of Work

## Links to NSW English Syllabus K-10 for the Australian Curriculum: Stage 5

### Objective A: Outcome 1

**A student:** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> <li>appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts</li> </ul>
Develop and apply contextual knowledge	<ul style="list-style-type: none"> <li>analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts</li> <li>analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning</li> <li>explore real and imagined (including virtual) worlds through close and wide reading and viewing of increasingly demanding texts ** 📺</li> </ul>
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how these shape responses **</li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1740, ACELY1750) **</li> </ul>


### Objective B: Outcome 3

**A student:** selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> <li>analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641) **</li> <li>compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643) **</li> </ul>
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> <li>evaluate techniques (eg contrast, exaggeration, juxtaposition or changing chronological order) used in spoken, written and visual texts to, for example, construct plot and create emotional responses **</li> </ul>
Respond to and compose texts	<ul style="list-style-type: none"> <li>use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813) 🧑🧑</li> </ul>

	<ul style="list-style-type: none"> <li>create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)</li> <li>use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811) 🧑🧑</li> </ul>
<b>Objective C: Outcome 5</b> <b>A student:</b> thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts	
<b>Sub-strands</b>	<b>Content descriptions</b>
<b>Engage personally with texts</b>	<ul style="list-style-type: none"> <li>engage in wide reading of self-selected imaginative, factual and critical texts for enjoyment and analysis and share responses in a variety of relevant contexts, including digital and face-to-face contexts ⚙️💻</li> <li>reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1634, ACELT1640) 🧑🧑⚙️</li> </ul>
<b>Develop and apply contextual knowledge</b>	<ul style="list-style-type: none"> <li>compare ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural, social, technological and workplace contexts 📺★🔗</li> </ul>
<b>Objective D: Outcome 7</b> <b>A student:</b> understands and evaluates the diverse ways texts can represent personal and public worlds	
<b>Sub-strands</b>	<b>Content descriptions</b>
<b>Engage personally with texts</b>	<ul style="list-style-type: none"> <li>reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own ⚙️🧑</li> <li>explore and reflect on their own values in relation to the values expressed and explored in texts</li> </ul>
<b>Develop and apply contextual knowledge</b>	<ul style="list-style-type: none"> <li>understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)</li> </ul>
<b>Understand and apply knowledge of language forms and features</b>	<ul style="list-style-type: none"> <li>analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts ⚙️</li> <li>explore and analyse ethical positions on a current issue, including the values and/or principles involved, in digital communication forums ⚙️</li> <li>use and analyse increasingly complex language features to present a viewpoint on issues such as environmental and social sustainability 🌱⚙️</li> </ul>
<b>Respond to and compose texts</b>	<ul style="list-style-type: none"> <li>respond to and compose sustained imaginative, creative and critical texts that represent aspects of their expanding personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure</li> </ul>

NSW Board of Studies, *NSW Syllabus for the Australian Curriculum: English K-10 Syllabus*, 2012, pp 134-151

Content descriptions	Lesson Outline	Suitable for homework	Resources
<p><b>Outcome 1</b> appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts</p> <p><b>Outcome 7</b> analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts ⚙️</p>	<p><b>Our right to protest</b></p> <p><b>Guidance</b></p> <ol style="list-style-type: none"> <li>1. Explain, discuss or read notes from the worksheet about our right to protest.</li> <li>2. Listen to and discuss Luka Lesson's, 'Please Resist Me'. Watch the video clip.</li> <li>2. Ask students to complete the exercise below:</li> </ol> <p><b>Exercise</b></p> <ol style="list-style-type: none"> <li>1. According to the performance poem, what would make a better world?</li> <li>2. How do you know this? Use quotes to show your ideas.</li> <li>3. Watch the video clip again. How does the video clip enhance the idea of 'Please resist me' in the poem? Explain your ideas with reference to at least two visuals in the video clip.</li> </ol> <p><b>Diversity of Learners</b> To differentiate the curriculum, implement the alternative approaches and/or discuss and ask students to complete the exercises below:</p> <p><b>Extension</b></p> <ol style="list-style-type: none"> <li>1. How do you think this performance poem represents social agency? Explain with reference to examples from the poem.</li> </ol> <p><b>Special educational needs</b></p> <ol style="list-style-type: none"> <li>1. Reduce number of activities to be completed.</li> </ol>		<p>Our right to protest worksheet</p> <p>Luka Lesson, 'Please Resist Me'</p> <p><a href="http://www.youtube.com/watch?v=D-HED2UXwbw">http://www.youtube.com/watch?v=D-HED2UXwbw</a></p>